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ABSTRACT

There are 108 selected entries in this annotated bibliography of Egyptian materials on education published in 1975. Materials include journal articles, books, and government documents. The bibliography covers the following topics: adolescence, art education, child upbringing, comprehensive schools, curricula, educational change, educational aids, educational committees, educational organizations and bodies, educational planning, educational research, educational retardation, examinations, university faculties, higher education, educational history, hygienic education, illiteracy, immigrants, laws and legislation, meetings and conferences, educators, music education, educational philosophy, primary education, educational problems, Islamic religion education, school administration and organization, school clubs, social education, teachers, technological education, textbooks, and womens education. Bibliographic information is provided for each entry that includes author, title, source, and date. The bibliography concludes with an index to authors. (ND)

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SELECTED BIBLIOGRAPHY OF EGYPTIAN EDUCATIONAL MATERIALS

VOL. 1, No. 2, 1975

SO 006 754

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ADOLESCENCE

1. Mahfouz, Mohammed Gamaluddin, " tarbiyat al-murahik fil-madrasa al-ibtidaiya" (Adolescent's Education in the Primary School), "Al-Azhar" Magazine, 47th year No. 5, (June 1975), PP. 550-556.

This is the sixth and last article in a series dealing with the education of adolescents in Islamic schools.

In this article, the writer discussed the problem of leisure time, pointing to its seriousness and saying that education should necessarily attend to this problem.

He enumerated the ways in which leisure time could be utilized for the purpose of sowing the seeds of religion and righteousness in the souls of the new generation.

He called for the utilization of playgrounds, sporting clubs, scouting activities, picnics, libraries, centers for culture and public service and labor camps to absorb leisure time.

The writer gave the opinion of Islam regarding leisure time and concluded that it should be used for the mutual benefit of adolescents and the country.

To support his views, he quoted verses from the Holy Quraan, the Prophet's tradition and the sayings of the Prophet's Companions.

2. Mahfouz, Mohammed Gamaluddin, "tarbiyat al-murahik fil-madrasa al-islamiya" (Adolescent's Education in Islamic schools)"Al-Azhar" Magazine, 47th year No. 4 (May 1975), PP. 432-436.

Writing his fifth article in a series on the education of adolescents in the Islamic school, the writer showed how young men in their adolescent age may be called upon to abide by religion and observe righteousness and good conduct saying they should be reminded of the example of our righteous ancestors and should be indoctrinated that our struggle with Israel is, in the first place, a struggle between civilizations.

The writer reviewed the history of Islamic civilization to support his argument that Arab prosperity in its golden age was indeed, built on the foundation of the true Islamic religion.

Explaining Islam's attitude towards other civilizations, he stressed that Islam calls for knowledge and learning as a means for developing the modes of life.

The writer lastly explained the scientific aspect of religion saying that religion should be effectively practiced and should realize interaction with sources of education including the individual, the environment and the atmosphere.

ART EDUCATION

3. Youssef, Enayat, "alla šu'ur al-fardi wal-jama'i wa-daurhu fi-tabir al-fanni". (Individual and Group Sub-conscious and its Role in Artistic Expression) "Al-Raed", magazine of teachers. 20th year, No. 2, (June 1975). PP. 42-43.

As an introduction to her article, the writer dealt with man's mental life and distinguished between its conscious and sub-conscious sides. Defining the sub-conscious, the writer indicated its social significance.

The writer then spoke of art as a means for expressing the deep strata of the brain, and showed the link between the group sub-conscious which represents us all as belonging to the human race and the work of an artist.

She explained the teacher's role in stimulating the child's sub-conscious so that he would express his repressed emotions.

The writer reveiwed Jung's analysis of group sub-conscious and pointed to the value of surrealism in unfolding the repressed feelings in the sub-conscious.

ART EDUCATION-EVALUATION

4. Mohamed, Saddikah Hassanein, "at-taqwim fi-tarbiya al-fanniya" (Evaluation of Art education) Sahifat al-Tarbiyah", (The magazine of Education), 27th year No. 3, (June 1975), PP. 60-65.

The writer began her article with an explanation of what is meant by "art education" in schools. She

indicated the impact of art research on the successful teaching of art and pointed to the manner in which teachers could solve the problem of keeping abreast with the continued progress in the field of educational research. The writer showed the effect of co-operation between the Higher Institute of Art Education, and the competent officers of the Ministry of Education who direct art in solving the existing problems in this field, including the problem of assessment and evaluation.

Later in her article, the writer explained the reason for evaluating art education, giving the manner in which the pupils' progress could be evaluated. She interpreted evaluation in the light of the aims of art education, indicating the general, as well as the specific, aims.

Concluding her article, the writer emphasized that a teacher must convince himself that his aims are sound.

She recommended that an evaluation of the aims should be made to determine to what extent such aims have been fulfilled.

CHILD UPBRINGING

5. Ahmed, Lotfi Barakat, "tatwwur al-fikr at-tarbawi fi ri'ayat al-atfal assum" (Evolution of Educational Concept in the Case of Deaf Children), "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year, No. 3, (June 1975), PP. 72-78.

The writer explained at the outset of his article his aim from studying the evolution of educational concepts in the case of deaf children. He reviewed the attitude of the ancient Romans and Greeks towards the deaf and described their position in the ancient Middle and Near East. He mentioned the date on which the deaf actually started receiving care, being the middle of the sixteenth century, showing the manifestations of this care in both Italy and Spain.

The writer talked about the first schools for the deaf opened in the eighteenth century and described the steps taken in this respect by France, Germany and England.

He then moved to a discussion of the conditions in the ninteenth century, showing the influences and educational factors which were operative in increasing and developing the care for the deaf.

The article ended with a review of the most important developments undergone early in the twentieth century, pointing to the steps which were taken on scientific and educational basis to train the deaf on lip reading.

COMPREHENSIVE SCHOOLS

6. Qotb, Youssef Salahuddin, "al-madrasa a-šāmila alā tariq al-Islāh at-ta'limi, (The Comprehensive School on the Road to Educational Reform)," "Sahifat Al-Tarbiyah," (The Magazine of Education), 27th year No. 3 (June 1975), PP. 3-7.

The article began with an introductory note on the reference to the "comprehensive school" made in the statement which the Minister of Education delivered before the People's Assembly early in 1975. It then talked of the duality of education which prevailed before the 1952 Revolution and showed the effect of this Resolution on making the schools comprehensive and on giving access thereto to all children.

After reviewing the status of preparatory education which is divided into technical and general preparatory education, the writer explained why such division met with failure and proved the road for the emergence of the comprehensive school.

The writer compared the experience of the United Kingdom and Scotland with that of Egypt, reviewing the system of comprehensive schools existing in the United Kingdom and the system which, in his opinion, should be adopted in Egypt.

He concluded his article by giving some remarks which he thought should be taken into consideration at the time of adopting the system of comprehensive schools. These remarks related to the full absorption of all children who have reached the age of compulsory education, the number of pupils in each class, the training of teachers, the provision of laboratories and workshops in these schools, the development of school administration and the elimination of barriers between academic and applied studies.

7. Kourah, Hassan Soliman, "al-usul at-tarbawiya fi-bina' al-manahij" (The Educational Bases for Building Up Curricula), 4th Edition, Cairo, Dar Al-Maaref, 1975, 477 P.

In his introduction, the writer discussed education being most important factor of the society's progress. The text of the book itself is divided into three parts and subdivided into 17 chapters.

Part 1, consisting of three chapters, discusses the importance of educational curricula. In Chapter 1, the importance of curricula is discussed from the point of view of the State. Their importance from the point of view of parents and guardians is discussed in Chapter 2, while Chapter 3 is devoted to discussing their importance from the point of view of the newly educated.

The scope of study in Part 2, which equally consists of three Chapters from the fourth to the sixth, is the basis on which educational curricula rest. Chapter 4 deals with the social basis for educational curricula, with specific applications and suggestions derived from the Egyptian realities of life. In Chapter 5, an elucidation is given of the psychological basis for educational curricula, while the sixth chapter deals with the curricula's philosophical basis.

The third and last part, consisting of five chapters from the seventh to the eleventh, is devoted by the author to definitions of the educational curricula. Chapter 7 deals with the concept of curriculum and the evolution of its meaning, while Chapter 8 discusses the objectives of educational curricula, giving their historical and philosophical dimensions.

In Chapter 9, the author deals with the criteria and evaluation of educational curricula, while chapter 10 discusses the role of the formulator of the curricula and the need for taking into consideration the circumstances of the Egyptian society.

The eleventh and last chapter revolves around experience, whether as to its philosophy or as to its relation to educational curricula and to the process of education.

The book ends with a bibliographical list of references utilized by the author in preparing the material of his work.

8. Abdul Aziz, Saleh, "at-tarbiya wa-taruq at-tadris" (Education and Methods of Teaching), 9th Edition, Cairo, Dar Al-Maaref, 1975, Vol. 2, 467p.

An outline of the book's twelve chapters is given in the introduction.

Chapter 1 deals with education and its methods in the past. In Chapter 2, the steps taken to prepare for modern education are explained, while in Chapter 3, the writer elaborates on the basis and methods of modern education. In this connection, he explains both the project and play method of teaching.

Chapter 4 deals with the role of the pupil's school-record in modern education, while Chapter 5 is concerned with the school curriculum, showing its significance and the most vital considerations to be taken into account at the time of selecting the subjects of curricula and the basis on which curricula operate.

In Chapter 6, the author talks about liberal education and vocational guidance, indicating the relation between cultural and vocational subjects and between liberal education and vocational guidance.

The seventh chapter deals with ethical education, while the eighth discusses freedom versus discipline.

Chapter 9, which is devoted to civics, shows the relation between education and society and between school and society.

The tenth chapter is confined to a discussion of aesthetic education, giving its definition and indicating its value.

In the eleventh chapter, the author discusses the problem of examinations as viewed by the various schools of philosophy.

The twelfth and last chapter is confined to an explanation of the efforts exerted and the interest shown in education with an attempt to show the relation between interest and the exertion of efforts and the manner in which they could be reconciled as well as the attitude of different schools of philosophy towards both.

Every chapter ends with a list of the references consulted by the author in compiling its respective material.

LANGUAGES-METHODS OF TEACHING

9. Abul Azayem, Ismail, "al-maʿmil al-lugawiya wa-atarha fi-talim al-lugat al-ajnabiya"(Language Laboratories and their Effect on the Teaching of Foreign Languages), "Sahifat Al-Maktabah" (The Library Journal), 7th year No. 2, (April 1975), PP. 30-38.

The article began with a definition of "language laboratory" and in order that the role of language laboratories might be appreciated, the writer explained the process of learning a new language. He also explained the role of language laboratories in creating new language habits and indicated what these laboratories provide to students.

After enumerating the benefits which a competent teacher reap from the utilization of a language laboratory, the writer talked of the training of teachers in these laboratories focussing on the intensive training programmes for English language teachers in the Centers of Cairo and Alexandria and showing to what extent they have succeeded in their use of the language laboratories and in local training programmes.

He also showed to what extent language laboratories could not prevent the failure of training programmes as was the case in the Educational Directorates of Zagazing and Giza.

The article ended with a number of suggestions which would result in some progress in the teaching of foreign languages in Egyptian schools.

ENGLISH LANGUAGE-TEACHING

10. Abdul Noor, Francis, "tadris al-luga al-injliziya baina a-nazariyat wal-falsafa" (The Theory and Philosophy of Teaching English), "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year, No. 3, (June 1975), PP. 79-89.

Beginning his article, the writer spoke of the importance of languages to the human race and explained why there is such a rush on studying foreign languages.

He proceeded with a review of the most appropriate methods for mastering foreign languages, citing two methods, namely; the acoustic-verbal method and the perceptive method.

Commenting on the acoustic-verbal method, the writer explained its underlying theory, the trend on the basis of which this theory rests and the linguistic basis for such trend.

He moved to an explanation of the perceptive theory and to the most appropriate method for its utilization in teaching, saying that the prevalent opinion regarding this teaching method calls for an alleviation of the acuteness of the excessive restrictions in the acoustic-verbal method and the development of ways which help pupils exercise their mental faculties.

The writer elaborated on the four stages through which teaching of a foreign language passing, coming to the conclusion that only methods which appear to be far superior than all other methods and ways should be selected, rather than depending on one method only.

He called upon teachers to be guided in their profession by a feeling of devotion to their pupils and the subjects they teach and dedication to their duty.

MATHEMATICS-TEACHING

11. Ebeid, William, "haula tajribāt ar-riyādiyāt al-hadita al-fi'l wa-radil fi'l fi-tajribat ar-riyādiyāt al-hadita" (Experimenting on Modern Mathematics; Action and Reaction of Modern Mathematics Experiment). "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year, No. 2, (April 1975), PP. 61-64.

Introducing his subject, the writer talked about the effects of the development of mathematics in curricula and the adoption of modern mathematics in Arabic schools in 1970/71 for the first time.

He went on to say that the three premises on which the modern curriculum rests are : the content, the formulation and the method.

Dealing with the content, the writer reviewed the new subjects which were contained in the curriculum.

On the subject of formulation, the writer outlined the most important concepts of the curriculum in the secondary stage with the aim of re-shaping and re-formulating the mathematical knowledge offered to pupils in this stage.

He, lastly, talked about the various manifestations of the modern method of teaching mathematics, calling, in this respect, for more interaction between the teacher and the pupil in the classroom.

MATHEMATICS

12. El-Mufti, Mohamed Amin, "ar-riyādiyāt al-muāsira" (Contemporary Mathematics); "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year No. 3, (June 1975), PP. 49-54.

In an introducing note to his article, the writer said that contemporary mathematics are not separated from traditional mathematics.

Following a definition of traditional mathematics, the writer spoke of the origin of each one of its four branches namely, geometry, arithmatic, algebra and analysis. He defined each one of these branches as a field of study independent from the other three branches.

The writer then dealt with these four branches as linked together in the so-called contemporary mathematics, explaining how this linkage developed until it reached its present state.

Before concluding this article, the writer discussed the features of contemporary mathematics, explaining in this connection the various concepts and expressions, such as abstraction, utilization of formal logic, satisfying the purposive method, utilization of symbols and, finally, studying the mathematical structure and mathematical patterns.

SCIENCES, TEACHING OF

13. Abdul Gawwad, Ahmed Fuad, "al-mamal wa-tadris al-ūlūm" (The Laboratory and the Teaching of Sciences), Cairo, The Anglo-Egyptian Bookshop, 1975. 192p.

The introduction states the purpose of writing this book and shows the benefits which students would gain from acquainting themselves with the facts contained in this work the author summarizes the material of the book, describing the role of laboratories and their effect on teaching sciences. He explains the impact of sciences on our daily life, being a beneficial and useful media in a changing world. He further shows the need for laboratories in securing effective teaching and useful education and explains the practical activities familiar in public education schools in the United States of America with a view to copying them in Egypt.

The writer concludes with a discussion on practical courses as they relate to the teaching of sciences and links them with teaching in laboratories.

SCIENCES, TEACHING OF

14. Umaira, Ibrahim Bassiuni, "tadris al-'ulum wa-tarbiya al-amaliya" (The Teaching of Sciences and Practical Education), By Bassiuni Umaira and Fathi El-Dib, 5th Edition, Cairo, Dar Al-Maarof, 1975, 465 P.

In their introduction to this work, the authors explained the importance of education to the scientific development of pupils.

Following a discussion of the purposes of writing this book and an indication as to its importance to citizens as well as to pupils in preparatory and secondary stages, they dealt at length with their material which covered five parts comprising 18 chapters.

The first part, consisting of two chapters, deals with science and society. Chapter 1 discusses the importance of sciences to contemporary societies, while chapter 2 deals with scientific activities in the Arab Republic of Egypt.

Part 2, consisting of four chapters, elaborates on the characteristics and aims of practical education, while Chapter 3 deals with the society's philosophy, aims and targets. The fourth chapter is concerned with the needs and requirements of the cultured man, while the fifth explains the nature of sciences. The sixth chapter reviews the objectives of scientific education.

Part 3, comprising three chapters, is devoted to a study of the background of the teaching of sciences.

In chapter 7, the authors analysed the historical background of scientific teaching, while in the eighth a review was made of the method for presenting problems. The ninth chapter stresses the significance of programmed education in the teaching of sciences.

Part 4, which comprises Chapters 10 to 17, is devoted to a study of the impact of scientific teaching, readings, demonstrations, laboratory work, picnics, educational films, projects, scientific clubs and groups and exhibitions on the teaching of sciences.

Part 5, constituting Chapter 18, is the last part of this book in which the authors explained the process for evaluating the teaching of sciences and criticized the method of evaluation currently in use in Egyptian schools. They pointed out the factors which serve as basis for improving methods of evaluating scientific teaching.

EDUCATION

15. Moursi, Mohamed Mounir, "Iqtirāhāt mahaddada li-raf' kafāat at-tālim al-āmm" (Specific Suggestions for Raising the Efficiency of General Education), "Al-Ahram" newspaper, 101st year, Issue No. 32280, (April 28, 1975), p. 5.

The article started with an introduction on the importance of education as a life necessity. It explained the basic issues which occupied the attention of the people responsible for Egypt's educational policy regarding priorities, whether they should be given to primary or secondary education, and whether or not quantity in general education should have priority over quality.

Following a discussion of the need for developing general education and promoting its standard, the writer advanced a number of suggestions which he believed would promote the efficiency of general education. These suggestions dealt with the size of educational units (i.e., classrooms, halls, laboratories, playgrounds and workshops) and the justifications for providing large school buildings.

The last suggestion dealt with educational expenses, which, according to the writer, must be assumed through popular participation. The reasons justifying this suggestion were also given.

16. Mustafa, Hassan, "dirāsa muqarana 'an haikal at-ta'lim al-ām" (A Comparative Study on the General Educational Structure), "Al-Raed, the Magazine of Teachers", 20th year, No. 2, (June 1975), PP. 6-7.

The writer's aim in conducting this comparative study is to throw light on the general structure of education in Egypt.

Following a review of the educational structure at the beginning of the twentieth century and a comparison drawn between this structure and the contemporary structure, the writer mentioned the significant features of the modern general structure of education and described the main characteristics common to all nations which pertain to the general stages of education and the duration of compulsory education.

The writer went on to explain the most important principles of a modern educational structure, saying that it should be based on the branching and diversification of school programmes, selectiveness and flexibility of syllabi and linkage of modern education to the country's labor requirements.

Concluding his article, the writer explained the manner in which the foregoing principles could be applied.

17. Ahmed, Nazli Saleh, "buhūt fi-tarbiya" (Studies in Education), Cairo, The Anglo-Egyptian Bookshop, 1975, 339p.

This book contains five fields, analytical and comparative studies undertaken by the author.

The first study in the book is a field study in which the author explores the extent to which students of higher institutes are aware of the reason why they study English and how this affects their academic achievement.

The second study gives an explanation of some of the vital factors which influence students in learning English in some higher institutes.

The third is an analytical study of the results of public examinations (primary, preparatory and secondary).

The fourth is a comparative study of the results of public examinations for boys and girls with an indication of the factors which lead to a higher rate of success among boys as compared to girls in the primary certificate examinations.

The last study explains why girls achieve better results than boys in preparatory and general secondary examinations.

Each of these studies is preceded with an explanation of the reasons why it is selected, the contemplated aim of the study, the method of research, the tools used and, lastly, the significance of its results.

EDUCATION AND CHANGE

18. Afifi, Mohamed El-Hadi, "at-tarbiya wa-tagyir at-taqafi" (Education and Cultural Change), 4th Edition, Cairo, The Anglo-Egyptian Bookshop, 1975, 383 p.

In his introduction, the author describes the need by the Egyptian society to renovate education, whether as to theory or as to practice. He indicated that his book, which falls into two parts copmrising eight chapters, is important for the realization of the desired renovation.

Part 1, consisting of 3 chapters, deals with the cultural change and its educational content. Chapter 1 is devoted to a review of the concept of social change, while Chapter2 deals with the theory and factors of cultural change in our present age. Chapter 3 discusses the controls and guidelines of cultural change, explaining the concept of social progress and indicating its requirements.

Part 2, consisting of five chapters from Chapter 4 to 8, is devoted to a discussion of the philosophy of education and the orientation of cultural change. In the fourth chapter, the author discusses the philosophies of education and their impact on change.

Chapter 5 discusses the philosophy of education and cultural renovation, while in chapter 6, a discussion is made of the

school's strategy and its attitude towards the factors of change, with an indication as to the role of the school in cultural renovation.

In Chapter 7, the author discusses the basis for the educational process, showing the requirements for renovation and their effect on curricula and the method of teaching.

The eighth and last chapter deals with the guarantees for educational change, showing the influence of teaching in modern society, the role of the educational administration in the society and the responsibility of the teaching profession towards society.

A bibliographical list of reference books is appended to the book.

19. Kazem, Ahmed Khairi, "al-wasā'il at-ta'limiyā wal-manhaj" (Educational Aids and the Curriculum), by Ahmed Khairi Kazem and Gaber Abdul Hamid Gaber, 2nd. Edition, Cairo, Dar Al-Nahdah Al-Arabiyah, (1975), 400 p.

The purpose of the authors in writing this book is given in their introduction in which they stressed the importance of formulating a comprehensive and clear picture which would serve as a guide to teachers in utilizing educational aids to meet various educational situations.

The book falls in 19 chapters, of which the first discusses the importance of communication and its relationship to education. Chapter 2 deals with the most important characteristics of audio-visual aids, while Chapter 3 outlines the various types of these aids. In Chapter 4, an explanation is given of the relation between audio-visual aids and the processes of thinking, motivation, recollection and amnesia.

Chapter 5 sets the bases and rules which would serve as guidelines to the teacher when planning for the use of aids in his daily teaching.

In Chapters 6 through 14, the writers review the various types of aids and discuss the methods of audio-visual aids acquired by experience.

Chapters 15, 16 and 17 deal with some audio-visual aids which are useful in the teaching of sciences, civics and mathematics. In Chapters 18 and 19, teachers are guided to sources for procuring audio-visual aids and the services extended by these sources.

20. Mansour, Abdul Meguid Sayyed Ahmed, "al-wasā'il at-ta'limiya wa-qimatuha fil-madāris al-mun'azila" (Educational Aids and Their Value in Isolated Schools), "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year, No. 3 (June 1975), pp 35-41.

At its outset, the article writer pointed to the necessity of developing the programmes of education and the significance of utilizing the newly-invented instruments, equipment and scientific and technological facilities in this development.

The writer then discussed the inadequacy of text books and stressed the importance of educational aids in enabling pupils to fully comprehend the facts of life and the practical application of the sciences they are studying.

As a demonstration of the educational aids the writer cited an experiment undertaken in an isolated school in one of the States of the United States of America. This experiment centers around the creation of a center for educational aids in one of the secondary schools, containing a large collection of audiovisual aids which the center distributes among the nearby schools according to their needs.

The writer explained how this experiment could be applied by Egyptian schools, giving some suggestions which may be conducive to the successful utilization of educational aid in Egyptian schools in general and remote schools in particular.

EDUCATIONAL COMMITTEES

Private Education

21. "tahdid dawābit at-ta'lim al-kass fi lajnat at-ta'lim bi majlis asaāb" (The Education Committee of the People's Assembly Defines Measures to Control Private Education), "Al-Mesaa" Newspaper, Issue No. 6818, (April 30, 1975), P.3.

The writer of this article gave account of the discussions which took place in the Committee of Education, Sciences and Scientific Research of the Pepple's Assembly at the meeting attended by the Minister of Education, the responsible officers of the Ministry and private school owners who discussed the problems of private (non-governmental) education and foreign language schools.

The article reproduced the statement made by the Minister of Education in the course of the meeting at which he touched upon some shortcomings and gave statistics which illustrated the extent of contributions made by private education to the educational policy of the state. The article further mentioned the measures of control which the Ministry of Education has imposed to ensure that this type of education performed its role in the service of the educational process.

Following an outline of the comments made by the members of the People's Assembly on the deficiencies of private education, the writer underlined the problems which, in the opinion of private shool owners, hindered the proper realization of the educational mission of this type of education.

SECONDARY EDUCATION

22.Secondary Education Development Committee, Cairo, May 17th-24th, 1975. "at-taqrir an-nihā'i bi-khusūs natā'ij wahdat tatawwur at-ta'lim at-tānawi"Final report on the findings of the secondary Education Development Unit, Cairo, National Educational Center, 1975, 17 p., tables.

At its outset, this document deals with the great victory achieved by Egypt in the glorious October war and its national impact on the general trends of thought. It underlines the effect of the victory on the serious approach to educational development in the secondary stage. An account is then given of the committees charged with studying this development and the subjects discussed regarding educational questions in Egypt. A summary is later given of the educational system in the secondary stage, the percentage of students in each branch and relative commentaries.

The document further deals with the most significant problems faced by secondary education, enumerating the attempts made to devise solutions for them. Particular emphasis is given to the problem of technical equipment and tools required by technical education, with an indication as to the obstacles hindering attempts to provide the necessary equipment and tools.

Two tables are appended to the document, one indicating the current expenses as distributed over the various educational stages during the period 1971 through 1974 and the other showing a forecast of the states of enrolment in the general secondary stage and other equal levels during the period 1976 through 1980.

23. Secondary Education Development - Committee, Cairo, May 17 - 24, 1975. "mašrū li-tatwir al-madaris aššāmila alā asās tajribi" (Project for Developing Comprehensive Schools on an Experimental Basis). Cairo National Educational Research Center, 1975. 8p. (Stencil).

After defining the project and giving the justifications thereof through reviewing the present status of education in Egypt and explaining the problems it faces in terms of an increased pressure by the bulk of students on general education, turning away from technical education, the document showed the impact of these factors on the economic fields. The problems of technical education were, likewise, dealt with by the document.

The document then concerned itself with the organization of the proposed school, intended to do away with the phenomena of failure and repetition. It said these schools are expected to be flexible, thus helping in creating the most convenient practical educational circumstances and in absorbing all pupils from all levels without being selective.

Furthermore, the document indicated the relationship between the subjects which would be taught in these schools and the requirements for admission in higher institutes and university faculties. It also dealt with the programmes of study expected to be adopted and referred to the experiments successfully undertaken in England and the United States.

It referred to the various consideration which should be taken into account by the competent committee at the

time of getting prepared for this experiment, such as the considerations of our cultural circumstances and needs and the factor of success which need to be provided.

The document then enumerated the objective conceived by future schools, explaining each one of these objectives.

It concluded by describing how Egypt could benefit from the experience of other countries in this respect.

24. Secondary Education Development Committee, Cairo, May 17-24, 1975. "at-taqrir an-nihā'i" (Final Report) Cairo, Agency of Educational Documentation and Information, National Educational Research centre, 1975. 21 P.

Following an introduction on the circumstances surrounding the formation of the Development Committee and an exposé of its functions, deliberations, proposals and general findings, the document reviewed the overall framework of development and called for a new strategy in this regard. It listed a set of recommendations which dealt with the basic trends that must be taken into consideration in the development of preparatory education, the realization of proximity of curricula in the first year secondary in various types of education, the provision of equal opportunities for pupils completing the requirements in the various specialized branches of secondary education and the grouping of general and technical secondary schools in the same neighborhood in each community into an organized unified grouping.

The document reviewed the guarantees for implementation based on a number of recommendations which dealt with planning, educational administration, preparation and training of teachers, provision of instruments and equipment and linking the school with its community and its labor requirements.

Furthermore, the document reported the recommendations adopted in connection with the strategy of innovation and modernization of education and the findings of the sub-committees stemming from the Development Committee, reproducing their recommendations for the development of the general standard of preparatory education and for the realization of proximity of curricula in the first year secondary in various types of education.

It gave an account of the considerations justifying the development of the educational standard in the first year secondary and visualized the new contents of education in this first year with the subsequent need for reconsidering the curricula, study programmes and examination and evaluation systems.

The document further reported recommendations for the establishment of comprehensive secondary schools through the grouping of general and technical secondary schools in the same community in an organized unified grouping, specifying the Directorates where such grouping could be created and the means for providing the necessary equipment and instruments as well as the necessary programmes of study and the respective branches and also the rules governing admission and financial and administrative matters of such groupings. It also mentioned the qualifications which must be fulfilled by the teaching and administrative staff of the grouping.

The document finally discussed the creation of educational foundations for comprehensive secondary education, mentioning the considerations which should be taken into account at the time of experimentation and drawing a clearer picture of the new comprehensiv secondary education which should be based on an all-embracing view to pupils, a flexible policy in admission and in action both inside the school and outside and a comprehensive policy in providing educational facilities and aids and in educational administration.

25. "badā'il al-mustaqbal" Secondary Education Development Committee, Cairo, May 7 - 24, 1975. (Future Alternatives) Cairo, Agency for Educational Documentation and Information, National Educational Reseach Council, 1975, 16 p. Working paper Prepared by UNESCO'S Regional Office.

The document expounds on four alternatives for future secondary education in the Arab Republic of Egypt tailored to suit the circumstances in Egypt.

The first alternative calls for maintaining the status quo OF SECONDARY EDUCATION BUT, IN THE MEANTIME, INTRODUCING REFORMS WHICH WOULD ENABLE IT TO SURMOUNT ITS PROBLEMS.

An explanation is given of the problems from which the various types of secondary education are suffering, along with suggested reforms thereto.

The second alternative calls for a transformation of all existing schools as well as the schools which will be built in the next two or three years into uniform comprehensive schools. A description of the transformed comprehensive secondary school is given.

The third alternative calls for a gradual self - liquidation of existing schools.

In this connection, the most important features of the new comprehensive education in the secondary school stage are given.

The fourth and last alternative is a combination of all three preceding alternatives in as much as one of the three alternatives is in itself adequate to meet the situation.

A combination of these three alternatives should therefore, be explored.

26. Secondary Education Development Committee, Cairo, May 1975. "taqrir al-lajna al-ūlā li-dirāsat tatwir al-ta'lim at-tānawi"(Report of the first Committee Studying the Development of Secondary Education), Cairo, National Educational Research Centre, 1975, 8P.

Following an introduction on the formation of the Committee and the functions assigned thereto, being to study the ways in which preparatory education may be developed into an all-embracing and comprehensive education and the steps which would realize proximity of its curricula to those in the first general year of secondary education, the document discussed the objects and characteristics of the comprehensive preparatory school and the practical requirements for developing the present-day preparatory school.

Towards the development of preparatory education, the Committee suggested surveying its possibilities, evaluating the previous experiment of preparatory schools with practical fields, examining the programmes and curricula in today's school, re-considering methods and means of education, training teachers of cultural

and practical subjects studying the system of school administration, developing the methods of evaluation, tests and promotion of students, studying comprehensive school requirements in terms of buildings, and equipment and, finally, financing the projects and proposing a time table for their implementation and universality.

Regarding the proximity of curricula to those of the first year secondary, the documents discussed the means for realizing such proximity in the school plans and curricula for the first year of the various branches of the secondary stage.

EDUCATIONAL ORGANIZATIONS AND BODIES

27. Girgis, Michel, "tausiyāt al-mājlis al-qaumi li-ta'lim asbāhat tausiyāt mulzim.". (The Recommendations of the National Council of Education Have Become Binding Resolutions)" Al-Musawwar" Magazine, Issue No. 2646, (June 27, 1975), P. 31.

The article reviewed the vital Resolutions approved by the President of the Republic to implement the recommendations adopted by the National Council of Education, Scientific Research and Technology.

The article further discussed the studies prepared by the various Council Committees in the fields of planning for the development of human resources, facing educational expansion in all stages and types, modernizing and developing teaching plans, formulating sound educational policies for the preparation of teachers and providing equal educational opportunities.

The writer went on to review the problems discussed by the committee for Higher Education, including students density in universities, inadequacy of university libraries, laboratories and scientific instruments and problems of preparing faculty and planning scholarships.

Following a review of the recommendations adopted by the council to provide solutions for these problems, the writer described the attitude of the Ministry of Higher Education towards their implementation.

28. **Girgis**, Michel, "māzā haqqaqat al-majālis al-qaumiya kilāla sana-ti-hā al-ūlā" (What Did Specialized National Councils Achieve During Their Initial Year?), "Al-Musawwar" Magazine, Issue No. 2637, (April 25, 1975), P. 25.

In his article, the writer reviewed the most significant achievements realized by the Specialized National Councils in their various fields of activities, including education which is the prime responsibility of the National Council of Education, Scientific Research and Technology.

In this connection, the writer pointed out the studies prepared and recommendations adopted by the Council's committees regarding the development of educational plans and programs, the establishment of one-class type of schools, the expansion of primary education to accommodate the increasing enrolment in the first year, the attempts made to reduce the density of classes in primary schools to 40 pupils, the raising of the standard of language education, the preparation and stabilization of teachers, the provision of administrative and financial independence to universities, the endeavors to link together scientific research centers in universities and outside and the creation of a fund to support scientific research.

29. "tausiyāt su'ba at-ta'līm al-āmm bil-majlis al-qaumi lit-ta'lim" (Recommendations of the General Education Committee of the National Council of Education), "Al-Akhbar" newspaper, 23rd year, Issue No. 7180, (June 24, 1975), P. 5.

An account is given of the recommendations adopted by the Education Committee of the National Council of Education which will receive further discussion in the Council's future sessions.

These recommendations are concerned with the rules applicable to the holding of final examinations in the primary stage, the manner in which pupils in this stage are evaluated, the methods for coordinating examination questions in the various subjects in the Primary Certificate Examinations and the anticipated advantages of holding second session examinations for this Certificate.

Another recommendation calls for reconsideration of the manner in which grades are distributed in annual

examinations in subjects contained in the curricula of the preparatory and secondary stages and the justifications for the contemplated change.

One recommendation calls for a change in the Preparatory Certificate Examinations and gives the reasons for such change, while the last recommendation deals with the General Secondary Certificate Examinations calling for introducing changes therein and giving the reasons warranting them.

EDUCATIONAL PLANNING

30. Mahmoud, Hafez, "nūrid kutta li-tarbīya"(We Want a Plan for Education), "Al-Gumhouriyah" newspaper, 22 year, Issue No. 7821, (May 26, 1975), P. 8.

Before discussing his subject, the writer gave an introduction on the need for a healthy preparation of citizens from the very beginning of the educational stages, showing in this respect the significance of working out a 5-year plan for education.

The writer went on to discuss the deficiencies of curricula and text books in use in Egyptian schools, saying they contained very little education and too much indoctrination.

After enumerating the facets of educational weakness of youngsters and explaining the reasons for such weakness and the manner in which it could be treated, the writer pointed to some of the shortcomings in carrying out educational affairs in Egypt, citing as example that some of the text books were not issued to pupils before mid-year and mentioning that supervision in schools was so negligible that pupils were frequently absent and mentioning as well the problem of private tutoring. Suggestions for treating these problems were advanced by the writer.

The need for formulating an educational plan reflecting responsibility was emphasized by the writer who concluded his article by calling upon the Education Committee of the People's Assembly to concern itself with this subject and discuss it in the presence of the Minister of Education.

EDUCATIONAL RESEARCH

31. Asaad, Youssef Mikhail, "Māhiyat al-manhāj al-falsafi fil-baht at-tarbawi" (Definition of the Philosophical Method in Educational Research), "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year, No. 3 (June1975), PP. 16-21.

The writer started his article with a definition of the words "Philosophical method", indicating the old and modern roots of the phrase "method" and tracing the development of this phrase from the days of Plato and following it up until the phrase assumed the idiomatic meaning in use since 1878.

He then quoted the definitions of the term "philosophy" as given by Marx and Bertrand Russel and compared the scientific method with the philosophical method showing the differences between them.

After explaining the theory expounded by a student of philosophy regarding the functions of a philosopher and of a scientist, he elaborated on the four methods suggested by this student, namely : the deductive or mathematical method, the experimental method, the recovery of historical method and the dialectical method. He added that among the educational philosophers who adopted the last-mentioned method in their research are John Dewy, Bertrand Russel and Herbert Reed.

EDUCATIONAL RETARDATION

32. Barrada, Huda Abdul Hamid, 'at-taakkur a-dirāsi - dirāsa klinikiya li-asbābu fil-bi'al-misriya" (Educational Retardation : A Clinical Study of its Causes in the Egyptian Community), by Huda Abdul Hamid Barrada and Hamed Abdul Salam Zahran, Cairo, Aalam Al-Kutub, 1975. 44p.

In their introduction, the authors discussed what is meant by educational retardation and gave the reasons for their tackling this problem. They mentioned all earlier studies conducted on this subject from 1932 to 1971 and stressed the importance of their study in determining the causes of this problem and in reaching a set of recommendations which would help in diagnosing and treating educational retardation .

Following an explanation of their method of research, the authors reviewed their conclusions and indicated

the relationship between educational retardation and the socio-economic conditions in which the child lived.

Concluding their study, they gave a number of recommendations deemed conducive to the surmounting of this problem, including recommedations dealing with emotional aspects and others dealing with mental, socio-economic and bodily aspects.

A list of reference books on which the authors depended in compiling their material is annexed to the book.

EXMINATIONS - PROBLEMS OF

33. Mahmoud, Hafez, " al-imtihānāt wašahr al-imtihānāt" (Examinations and their Month), "Al-Gumhouriyah" newspaper, year 22, Issue No. 7800, (May 5, 1975), P. 8.

In this article, the writer dealt with the problems of examinations under their present-day system and pointed to their shortcomings.

The causes which led to the failure of these systems were attributable to : the existing teaching system, the lack of any links between education and requirements of production and the fact that the total grades obtained by pupils in public examinations were considered the only measure for their abilities and for shaping their future in subsequent educational stages.

This failure was also attributable to the fact that there was a large number of subjects studied by pupils, coupled with the deficiencies of textbooks.

He described the manner in which examinations problems could be overcome, underlining the relationship between examinations and the society and showing the impact on examinations.

The writer explained that mosques and schools should open classes to strengthen pupils, while the information media and the security authorities should provide the necessary calm atmosphere in which pupils could absorb their lessons.

EXAMINATIONS - SECONDARY SCHOOLS

34. Donia, Hamed, " imtihan at-tānawiya al-āmma" (The General Secondary Examination), "Al-Akhbar" newspaper, year 23, Issue No. 7109, (April 2, 1975), P. 10.

Indicating at the outset of his article the significance of the General Secondary Examination to pupils and their parents, the writer discussed the function of the committee formed by the Minister of Education to consider the re-scheduling of examinations in a manner serving the best interests of pupils.

Reviewing the changes which the committee decided to introduce on the examination schedule, the writer mentioned the guarantees which were devised by the Minister of Education to ensure that the questions correspond to the pupils' academic standard and are within the prescribed curriculum.

Ending his article, the writer outined the important steps which pupils sitting for the General Secondary Examination should take in order toensure succeeding with distinction. These steps are summed up in reviewing the General Secondary Examinations for previous years, avoiding nervous tension and approaching the examination without fear.

EXAMINATIONS - SECONDARY SCHOOLS

35. Haslan, Ahmed " al-jadid fimtihān at-tānawīya al-āmma" (What is New in the General Secondary Examinations ?), "Al-Musawwar", Issue No. 2636, (April 18, 1975), P. 24.

Illustrating his article, the writer cited statistics on the number of boys and girls sitting for the general Secondary Examination of 1975 and explained why parents give so much attention to this Examination.

The writer described the aspects of preparing for this Examination, whether on the part of the Ministry of Education or the schools themselves and reported the answers given by the Director General of Examinations to the complaints and queries of the pupils regarding the manner in which the examination schedule is worked out and how high level grades are added to and

calculated within the gross total, a system which is being applied for the first time.

He also described the manner in which examination papers are corrected.

EXAMINATIONS-SECONDARY EDUCATION

36. "uslūb jadid limtihān at-tānawiya al-āmma bada' tatbiqū hāda al-āmm" (A New Method For Secondary Education Examinations will be Adopted beginning this year), "Al-Ahram" Newspaper, the 101st year No. 32321, (June 8, 1975), P. 4.

In a press interview accorded to editors-in-chief and reporters concerned with education, the Minister of Education explaine the aims of the new method of examination, the manner in which examination questions will be prepared and the measures which will be taken as a safeguard against typographical mistakes in question sheets.

The Minister referred to the new authorities conferred on the heads of examination committees so that they could face any situation which might prejudice examinations. He explained the procedure for correcting answer sheets so as to ensure that each pupil receives his full merits.

After pointing out the contribution which the press could make towards the development of education, the Minister expounded on the system of schools with one class, stressing their significance.

FACULTIES AND UNIVERSITIES

37. Seif-El-Nasr, Riad, "hāl tuda'am al-jāmi'āt al-qādimā 'am nuqim jāmi'āt jādida fil aqālim" (Should We support Old Universities or Build New Universities in Provinces?), "Al-Gumhouriyah" newspaper, 22 year, Issue No. 7768, (April 3, 1975), P. 7.

Introducing his article, the writer said that the People's Assembly was in the process of conducting a dialogue on the future of Egyptian universities and it was only natural

that this subject should receive popular discussion, being a contribution to this dialogue.

He analyzed the view held by some university professors who called for more provincial universities and gave the reasons justifying this view and the conditions to be fulfilled when the establishment of provincial universities was contemplated.

On the other hand, the writer analyzed the view held by some other professors to the effect that the existing universities should be consolidated, showing the problems from which these universities were suffering, chief among which was the problem of shortage in faculty and in the equipment and facilities needed by practical faculties.

38. "da'm al-jāmi'āt al-iqlimiya wa-taksis sab'ata ašara milyūn li-hall masākil at-ta'lim al-ali" (Consolidation of Provincial Universities and Allocation of LE 17 Million for Solving Problems of Higher Education), "Al-Mesaa" newspaper, Issue No. 6850, (June 3, 1975), P. 3.

This article is concerned with the deliberations of the Education Committee of the People's Assembly which convened for examining the problems of higher education and was attended by the Deputy Prime Minister and Minister of Higher Education.

Two things were reported in this article, first, the statement made by the Deputy Prime Minister in which he elaborated in general on the problems of provincial universities, institutes for training technicians and students' activities during summer and gave the solutions devised by the Ministry of Higher Education for these problems.

The second subject reported in the article was a dialogue between the Deputy prime Minister and Minister of Higher Education and the members of the Committee on the assimilation of Egyptian students in Beirut University into Egyptian universities. Discussions also touched upon the national university and the expansion of higher technical education.

Faculty of Commerce

39. Cairo, Ain Shams University, Faculty of Commerce, "jāmi'at ain šams, kuliya at-tijāra" (Faculty Handbook for 1974/75), Cairo, 1975, 54 P.

The Handbook of the Faculty of Commerce relates the history of the Faculty eversince it was established by virtue of Law No. 93 of 1950 and describes the developments it had undergone till 1968. It reviews the aims of academic study and research in the faculty and lists its various branches and the academic degrees offered from the B. Com. to Ph. D.

The Handbook explains how the Faculty is administered and the method in which committees are formed within the Faculty's Board and gives a list of the members of the teaching staff and demonstrators according to their respective sections.

The Handbook further reviews the syllabi, the academic contents of the curricula in each of the four classes, the post graduate curricula, the rules governing studies and examinations and the services rendered by the Faculty to students.

An outline in English of the academic content of the curricula is given at the end of the Handbook.

Institutes and Universities

40. Fahmi, Farouk, "tariq at-tālib ilal jami'āt wal-ma'āhid" (A Student's Guide to Universities and Institutes), 5th. Edition, Cairo, Amoun Foundation for Printing and Publication, 1975, 74 P.

In his book, the writer reported the discussions which took place in a meeting held by the officials in charge of coordinating admittance of students into universities and the Resolutions adopted for facilitating procedures for admission into universities and institutes during that year.

In this connection, the author reviewed the system of admission in universities and higher institutes for holders of the General Secondary Education Certificate and other technical certificates, indicating which categories are admitted through the Coordination Office and which are admitted without

interference by the Coordination Office. He mentioned the conditions of admission in each of the Faculties of the Universities of Cairo, Alexandria, Ain Shams, Assiut, Mansurah, Tanta, Zagazig and Al-Azhar.

Likewise, the author reviewed the conditions of admission in each of the higher institutes of commerce, agriculture, industry, and technology as well as higher and intermediate private institutes.

He mentioned institutes where admission is secured directly, with no intervention on the part of the Office of Coordination, giving the conditions of admission for each.

In conclusion, the author outlined the rules of admission applied by the American University in Cairo.

Technological University

41. El-Sebaei, Labib, "al-jāmi'a anau'ia, hal tahill azmāt al-ma'āhid 'ulyā" (The Specific University : Does it Solve the Problem of Higher Institutes?) "Al-Ahram Al-Iqtisadi" magazine, Issue No. 473, (May 1st, 1975), PP. 44 - 45.

Referring in his introductory note to the conference held by the Association of Arab Universities on university administration and costs of university education, the writer highlighted the discussion on the technological university and its significance.

Following a review of the reports submitted to the conference on the technological university in Egypt, the writer explained why higher institutes were lagging behind the existing universities from the academic and research point of view, giving the reasons for their lag and indicating its effects, then explaining the method for treating such lag through the establishment of specific universities.

He enumerated the suggested patterns of study in the specific universities, showing their specific divisions and branches of study in each of these universities.

Lastly, the writer described the basis for selecting potential students in these universities, saying that study in the various stages should involve educational guidance and counselling.

Technical Education

42. El-Sebaei, Labib, "mustakbal at-ta'lim al-fanni baina al-jāmi'a wal-ma'ahid" (Future of Technical Education : Universities versus Institutes), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 475, (June 1st, 1975), PP. 36 - 37.

Reporting the project prepared by the Deputy Prime Minister and Minister of Higher Education for the establishment of a new university to be known as Helwan University which would embrace all existing higher institutes, the writer explained the aims of the new university and the manner in which it would be established.

He discussed the future of technical education in Egypt following the creation of the Helwan University and analysed the study prepared by the Undersecretary of State for Higher Education who made use of the reports and studies compiled on the establishment of Helwan University. The Undersecretary's study deals with the facts of Egypt's economy, the need for a reconsideration of the whole philosophy of higher education and for planning therefor and the requirements for the establishment of the University with the higher institutes it embraces, including institutes of agriculture, industry, commerce and a host of other institutes, all numbering 29.

43. Girgis, Michel, "māza tamma bi-šani jāmi'at hullwan " (What Happened to the University of Hellwan?), "Al-Musawwar" Issue No. 2643, (June 6, 1975), P. 63.

Following a review of the vital recommendations adopted by the National Council for Education, Scientific Research and Technology regarding the financial and administrative independence of universities and the steps taken to implement them, the writer related the measures taken to carry out the Council's recommendations in connection with the establishment

of the University of Hellwan and the annexation thereto of some technical and commercial faculties and higher institutes.

The writer further reviewed the outstanding provisions of the bill on the establishment of the University of Hellwan and showed the progress made for the issuance of this law.

The article listed all faculties and institutes in Cairo which are designed to form part of this new university as well as other institutes which will constitute branches of this University in the Suez Canal area.

44. "inšā' al-jāmi'āt at-tiknūlūjiya ḍarūrā li-mūwajāha tahaddiyāt al-asr"" (Establishment of Technological Universities is a Necessity for Facing the Challenges of Our Age); "Al-Mosaa" newspaper, Issue No. 6862, (June 15, 1975), p. 3.

This article represents an account of the deliberations of the Council of Undersecretaries for State for the Ministry of Higher Education which convened under the chairmanship of the Deputy Prime Minister and Minister of Higher Education to discuss a memorandum prepared by the Ministry's Undersecretary for Planning on the establishment of Hellwan University as the first technological university concerned with technological and technical- education.

An outline was given of the statement made by the Deputy Prime Minister in this meeting which revolved around the importance of this university. He commented on the memorandum submitted by the Undersecretary for Planning regarding deficiencies of the educational system in Egypt and the reasons which call for the development of education in universities.

He also commented on the system of study in the technological university, the administrative set-up of technological universities and the fields of specialization to be provided in these universities.

45. El-Sebaei, Labib, "al-imtihānāt al-jāmi'iya, al-muskila wal-hall" (University Examinations : The Problem and the Solution) "Al-Ahram Al-Iqtisadi" magazine, Issue No. 471, (April 1st 1975), PP. 48 - 49.

Introducing his subject, the writer reviewed the Resolution adopted by the Supreme Council of Universities for the setting up of an academic committee that would reconsider the system of examinations in universities in such a manner as to ensure its development. He explained the reasons warranting the adoption of this Resolution.

The writer pointed to the various deficiencies of the existing system of examinations in universities as set forth in a study prepared by the Dean of the Education of Assiut University. He added in this connection that teachers are overburdened with huge amounts of examination papers to correct and showed how this would affect the proper evaluation of students.

Referring to the negligence of universities in directing students to serious studies, the writer expounded his suggestions for university examinations to emerge from their present form and take the form of a continuous process of evaluation for students the year round. Examinations, according to him, should diversify discussions, generate interest in outside readings and emphasize objective tests and, furthermore, should be left to the discretion of professors and their assistants.

46. "kaifa yūmkin tatwir al-imtihānāt fil ja'miāt" (How to Develop Examinations in Universities?) "Al-Mesaa" newspaper, Issue No. 6822, (May 4, 1975).

The article began with a description of the objective tests experiment which was carried out for the first time in 1975 at the Faculty of Education, Ain-Shams University.

Following an explanation of the deficiencies of the present system of examinations adopted by Egyptian universities where students are required to write long essays and showing the impact of this system on the level of graduates, the writer suggested

solutions which, in the opinion of professors and students, are conducive to the development of university examinations.

These solutions call for an introduction of examination systems which would test students' abilities and skills through the adoption of the objective form of questions. They also call for the adoption of the system of classrooms and the reconsideration of the policies of teaching and curricula so as to conform to the new form of examinations.

47. El-Sebaei, Labib, "al-imtihānāt al-hāliya tasmah li-di'āf bijtiyāzeha wa-yafšal a-nawābig" (Present System of Examinations Allows the Weak to Pass While the Genius Fails), "Al-Ahram" newspaper, 101st year, Issue No. 32306, (May 24, 1975), P. 9.

PART TWO OF A STUDY UNDERWAY FOR REFORMING UNIVERSITY EDUCATION

This article constitutes the second part of a report by UNESCO experts on the reform of university education.

This part is concerned with the present status of university examinations and the inadequacies experienced therein, giving the suggestions advanced by UNESCO experts to reform the present system of examinations, notably their suggestion to transform the General Secondary Education Examination into an admission examination qualifying for entering universities. The changes proposed were mentioned with some detail.

As regards university examinations, the writer reviewed the solutions devised by UNESCO experts to attend to any problems encountered by examinations if and when their suggestions for reforming examinations are adopted.

48. El-Eryan, Fifi, "'umadā' yatahaddātūn 'an imtihānāt al-ja'mi'at" (Five Deans Talk on University Examinations) "Al-Gumhouriyah" newspaper, 22nd year, Issue No. 7825, (May 30, 1975), P. 3.

In her introductory note, the writer underlined the importance of examinations describing the preparations

taken by universities in this respect. She reported the opinion of five of the deans of university faculties on the problems of examinations and how they viewed their solutions.

In this analysis, the writer defined examinations and pointed to the causes which led to the deterioration of their results, which included the large number of students sitting for examinations in theoretical faculties, the added tension undergone by students at the time of examination, the inability of sudents to recollect, the exceptions allowed to some students resulting in their joining of faculties for which they were not qualified and the fact that the present system of examinations was only concerned with measuring the student's ability to memorize.

The writer enumerated the solutions which the responsible people deemed conducive to the elimination of these problems, emphasizing in particular that examinations should be prepared in such a manner as to reflect the student's ability to comprehend, analyze and absorb.

STUDENTS - ADMISSION

49. Dawood, Sami, "haula qawā'id al-qūbūl bil-jāmi'āt" (Conditions of Admission into Universities), "Al-Gumhouriyah" newspaper, 22d year, Issue No. 7789, (April 24, 1975), P. 7.

As an introduction to his article, the writer outlined his comments on the ad-hoc committee formed for the purpose of laying down new rules of admission into universities and higher institutes.

After indicating the advantages and disadvantages of the rules followed by the Coordination Office, the writer suggested a rule which, in his opinion, should be adopted in admitting students into universities and higher institutes explaining the method which should be followed in distributing students over the different faculties according to the total grades obtained by each in the specialized subjects.

The writer explained why this system should be adopted and showed the benefits accruing to students from joining the faculties corresponding to their

respective abilities and aptitudes.

Ending his article, the writer called for the abolishment of all exceptional treatment in admission now in practice in universities.

National University

50. Hanna, Milad, "jāmi' lil-qadrin māliyan wal-'ajzīn 'ilmiyan" (A university for the Financially Able and the Academically Unable), "Al-Taliaa" magazine, 11th year, Issue No. 4 (April 1975), PP. 57 - 60.

The writer started his article giving an account of the discussions which took place in the Political Symposium organized by the Students' Association of Ain Shams University on the projected national university. He said that the new university requires preparations, planning and establishments in addition to the problem of financing.

The writer also dealt with a number of issues regarding the academic and financial standard of the university's potential students body, indicating its eventual impact on university education. He said that an influx of students from Arab countries is expected to seek enrolment in this university, concluding his article with a comparison drawn between university education in Europe and America where standards are scrupulously maintained, and the proposed national university which is merely intended to be a university for those who are financially able.

51. El-Kholi, Mohamed Helmi, "al-jamia al-kassa, li limaza - wa-kaifa wa-liman" (The Private University : Why? How? For Whom?), "Al-Ahram" newspaper, 101st year, Issue No. 32266, (April 14, 1975), P. 5.

In his introduction, the writer reviewed the reasons why the standard of higher education in Egypt was below the international standard. He outlined the solutions devised for this problem as submitted by the National Council of Education to the President of the Republic.

The writer went on to stress the need for the establishment of a private or national university, describing the quality of students who would be admitted into it and specifying the conditions for their selection.

After explaining the manner in which this university would be created, the writer indicated the role of the State in its financing.

To conclude his article, the writer indicated the academic standard which the university should endeavor to maintain and the role it should play in the service of the environment and the society.

52. El-Sebaei, Labib, "al-jāmi'a al-ahliya fintizār al-kalima al-akira, tūftah au lātūftah" (The National University Awaits the Final Decision : Open or Not?) "Al-Ahram" newspaper, 101st year, Issue No. 32275, (April 23, 1975), P. 3.

Summarizing the discussions which revolved around the proposed national university, the writer reviewed the various views advanced by its supporters and its opposers and reported the deliberations which took place in the Education Committee of the People's Assembley as well as the reports contained in the Ministry of Higher Education's files on this university.

He reviewed as well the opinion of a group of university Rectors and the responsible officials of the Ministry of Higher Education on this subject.

The writer described some of the problems confronted by the existing universities as seen by some professors, mentioning in particular the problem of private tutoring in universities and the sweeping desire on the part of university teaching staff to be loaned to foreign universities. He explained how these two problems would be eliminated by the national university.

Following a discussion on the financing of the proposed university and the sciences and specialized fields which would be offered by this university, the writer described the procedure for selecting its students and the tuition fees to be charged from them.

53. Moharram, Mohamed Reda, "jāmi'at al-kāssa alā -ma'qūl" (The University of the Elite and the Un-reasonable), "Al-Taliaa" magazine, 11th year, Issue No. 5, (May 1975), PP. 76 - 82.

The article started with a review of the previously published articles on the subject of the proposed national university, giving the writer's own views on the name which should be given to this university reflecting the quality of its potential students.

He reported the opinion of some university deans and professors who supported the creation of this university, giving their suggestions on how to finance and equip it.

The writer later on expressed his own opinion on the extent to which this university is constitutionally valid, especially that it undermines the principle of equality in educational opportunities.

He analyzed and commented upon the views advanced by the supporters of the projected national university and discussed the manner in which it would be financed, citing as possible sources popular contributions, self-financing through tuition fees, income from research undertaken by the university and governmental subsidy. Each of these sources was analyzed by the author who pointed to their respective shortcomings.

54. Saleh, Rushdi, "jāmia ahliya mā'a fil mā'a" (A One Hundred Percent National University), "Al-Akhbar" newspaper, 23rd year, Issue No. 7135, (May 2, 1975), P. 9.

Reviewing the problems confronted by the existing universities, including the problem of private tutoring which has ravaged university students, the writer discussed the causes for this problem in particular, pointing to the manner in which it could be treated. He added that the proposed national university would constitute an answer to this problem.

The writer then underlined the importance of the proposed university for education both in Egypt and in the Arab countries and explained the manner in which the university would be established and the

financial resources required to meet the expenses of its proper functioning.

He mentioned the conditions to be fulfilled in establishing the university, especially with regard to the coordination between its programmes and those of the existing universities and the careful selection of its curricula. He called for consolidating the existing universities so that they would represent a backing to the national university.

55. El-Sebaei, Labib, al-jamia al-ahliya ... dars min Beirut" (The National University; A Lesson from Beirut), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 474, (May 15, 1975), PP. 40 - 41.

This article throws light on the pros and cons of the national university, the establishment of which is currently under consideration.

In a dialogue the writer had with the Rector of the Arab University in Beirut, the Rector commented on the establishment of the University of Beirut, its affiliation to the University of Alexandria, its tuition fees, its guarantees for ensuring a proper academic standard which included the grant by the University of Alexandria of the academic degrees to graduates and the formulation of the curricula and examination regulations. The Rector further explained the manner in which the Board of Directors of Beirut University meets and the system whereby examinations were supervised.

The writer published the views of the Rector of the Arab University of Beirut on the projected national university in Egypt saying that the conditions and circumstances under which the University of Beirut was established were different from those surrounding the creation of a national university in Egypt.

56. Dawood, Sami, "jāmi'a lil-qādirin" (A University for the Haves), "Al-Gumhouriyah" newspaper, 22nd year, Issue No. 7848, (June 22, 1975), P. 5.

Following an introduction in which the writer quoted press reports to the effect that a new university, to be called "The National University" was to be established, he discussed the extent to which the creation of such a governmental university charging tuition fees was constitutional.

The writer went on to prove that the new university would be governmental rather than national and reviewed the measures required to equip and finance the proposed university, the conditions governing admission and the standard of education in this new university.

Indicating the reasons why the standard would necessarily be low, the writer suggested guarantees for ensuring a higher standard of graduates if this university ever came into being.

57. " māhiya mašākil jāmi'āt assyūt wa kaifa tu'ālaj" (What Are the Problems of Assuit University? How Could they be Solved?), Interview conducted by Michel Girgis in "Al-Musawwar" magazine, Issue No. 2640, (May 16, 1975), P. 24

This interview is conducted with the Vice-Rector of Assuit University.

It started with a description of the problems which the University faced and which were brought to the attention of the President of the Republic when he received members of the students' Association during his recent visit to the governorate of Assuit on the occasion of labor Day. The solutions which the President devised for these problems were also given in this article.

The writer went on to relate the significant achievements made by the University and its scattered branches in Upper Egypt governorates and pointed out the problems faced by the University and their suggested solutions. He mentioned the difficulties encountered

by students in obtaining notebooks and text books, reported the preparations made for the final examinations and reviewed the steps taken to ensure stability to members of the teaching body.

The interview also touched upon the students' activities in summer.

58. El-Sebaei, Labib, "taqrir katir lil-unesco mustawat ta'lim munkafid" (A Serious Report by the UNESCO : The Standard of Education is Low), "Al-Ahram" newspaper, 101st year, Issue No. 32299, (May 17, 1975), P. 9.

PART ONE OF A STUDY UNDERWAY FOR REFORMING UNIVERSITY EDUCATION.

The writer began his article with a reference to a meeting held between the Prime Minister and the Rectors and Vice-Rectors of Egyptian universities in which they discussed reforms of university education.

He went on to review a report prepared by UNESCO experts on the basis of a field study on university education in Egypt, showing how they conceived the steps required for its reform.

The report dealt with a host of problems from which education in Egypt is suffering, mentioning in particular the low standard of primary education and the reasons for it, the inadequacies of the curricula in secondary education, the insufficient attention given to the teaching of sciences and mathematics, the reluctance of students to join institutes of technical training and the reasons therefor and the lack of any link between higher education and the requirements of national economy.

The writer also reviewed the conclusions contained in the experts' report on the present system of admission observed by universities showing its shortcomings and calling, at the end of his article, for the adoption of suggestions deemed appropriate for overcoming these shortcomings.

Research

59. El-Sebaei, Labib, "hattā lā-tusbuh al-buhut .... mujarrad wasila li-tarqiya". (Lest Research Becomes a Mere Device for Obtaining Job Promotions), "Al-Ahram" newspaper, 101st year, Issue No. 32313, (May 31, 1975) P.9.

PART THREE OF A STUDY UNDERWAY FOR REFORMING UNIVERSITY EDUCATION .

This article, which constitutes the third part of an account on the report prepared by UNESCO experts on reforming university education, is concerned with research in higher and university education in Egypt.

In this part, the writer reviewed the experts' remarks that there was no link between M.A. and Ph.D. dissertations and the Country's needs, quite apart from the inadequacies of laboratories and libraries which serve research. He mentioned the suggestions contained in the report for solving the problems of higher studies.

The last part of the article reviewed the experts' findings regarding the problems of faculty and their suggested solutions.

University and Politics

60. Saleh, Ibrahim, "iklā' assiyāsa 'an al-jāmi'a" (Exterminate Politics from the University), "Al-Ahram" newspaper, 101st year, Issue No. 32330, (June 17, 1975), P. 5.

The article started with an introduction on some problems faced by university education in Egypt, mainly the problem of admitting a large crowd of students before preparing adequate facilities for them, the problem of shortage of faculty members and the problem of private tutoring.

The writer then discussed the subject of politics in the university saying that politics has contributed to the lowering of the standard of education in universities.

He mentioned the reasons why politics should be exterminated from universities and analyzed the argument of those who

call for establishing political set-ups within the university.

The writer concluded by saying that the university should restore its former purity and its spiritual and material independence should be guaranteed.

61. Shaalan, Mohamed, "istihālat fasl assiyāsa 'an al-jāmi'a", (Impossibility of excluding politics from the University) "Al-Ahram" newspaper, 101st, year Issue No. 32340, (June 27, 1975), P. 4.

The article began with a discussion of politics and its importance to individuals. The writer moved to a discussion of politics in universities saying it would be impossible to uproot it from university life. He described the ideal manner in which politics could be exercised in the university, saying that the essence of knowledge is interwoven with politics. He discussed the manner in which knowledge and culture are politically manipulated saying that the relationship between the professor and the student is basically political.

The writer then described the extent to which conditions in the society are dependent upon university education, demonstrating the political role of the university and its men during the days of colonialism. He described the attitude of the 1952 Revolution towards the university and showed how the Revolution dealt with students' unrest.

In conclusion, the writer called upon students to play a political role based on sound foundations.

62. El-Gamal, Yahya, "al-jāmi'a wassiyāsa" (The University and Politics), "Al-Ahram" newspaper, 101st year Issue No. 32341, (June 28, 1975), P. 4.

The writer began his article with a narration of the role of universities in the country's politics eversince the 1919 Revolution and up till this day, explaining the attitude which the students body took in the historical events of 1936, 1948 and 1951.

He then defined the meaning of engagement in politics showing the extent to which citizens were rightfully

entitled to exercise politics. He drew a distinction between deprivation from engaging in political activity and removal from membership of political organizations, showing to what extent the duties of a university professor are linked to politics.

After discussing the idea that students should engage in politics and showing how it relates to their studies, the writer concluded his article pointing out the role of education in animating interest in studying the country's general conditions, problems and future.

63. El- Shirbini, Emad, "marhaben bi-siyāsa fil-jāmi'a" (Politics is Welcome in Universities), "Al-Ahram" newspaper, 101st year, Issue No. 32341, (June 28, 1975), P. 4.

In his article, the writer described the present conditions of Egyptian universities, the role of political action therein and the means whereby universities could keep abreast with the rapid developments in the world.

The writer went on to discuss the function of the university in providing students with sound ideas and concepts and explained the concept of politics in Egypt as it corresponded to the socialist theory based on efficiency and justice.

Dealing with today's youth in Egypt and the role of the university in indoctrinating them with sound ideas through meetings and panels, the writer concluded by urging free exercise of politics in universities.

64. "ra'y al-qawā'id at-tullābiya fillā'iha al-jadida li-ittihādāt tullāb jumhūriyat misr." (Opinion of the Students' Segment on the New Regulation Governing Students' Associations in the Republic of Egypt), "Al-Mesaa", newspaper, Issue No. 6848, (June 1, 1975), P. 3.

In this coverage, the opinion of students is surveyed on some Articles and Clauses contained in the Students' Associations Regulation, such as the rules intended to

protect the funds of Associations, the rules and conditions for nomination to Associations, the responsibility of Associations vis-a-vis the large base of the students' body and the activities of the Boards and Committees within faculties and institutes.

This coverage ended with a summary of the demands put forward by leaders of Students' Associations to secure the amendment of some Articles in the new Regulation in order that it would be in line with the Resolutions adopted by the Ninth and Tenth General Conferences of Students' Associations in Egypt.

Curriculums

65. El-Eryan, Ahmed, "a-dirāsāt al-insāniya fi-ta'lim al-jāmi' wal-āli lil-ūlūm wal-hāndāsa watiknulujya" (Humanities in University and Higher Institutes of Sciences, Engineering and Technology), "Al-Taliaa" magazine, 11th year, Issue No. 4, (April 1975), PP. 198 - 204.

In his introduction, the writer dealt with the role of humanities in the age of natural sciences and technology. He mentioned the struggle between science and humanities over the ages and went on to discuss the concept of human studies and show its significance in the study of engineering and technology.

He also discussed the results obtained from the experience of the technologically advanced countries in the teaching of humanities in conjunction with scientific, technological and engineering studies in their universities.

The writer indicated the position of human studies in the teaching of engineering in Egypt, concluding his article by giving ten proposals which, in his opinion, should be complied with in order to realize integration between human studies and scientific, engineering and technological studies in Egyptian universities.

66. Donia, Hamed, "Kitāb maftūh ilā wazir at-ta'lim al-'āli" (Open Letter to the Minister of Higher Education), "Al-Akhbar" newspaper, 23rd year, Issue No. 7145, (May 14, 1975), P. 10.

Following an introduction on the importance of higher education in creating a generation characterized with knowledge, faith and scientific research, the writer reviewed the advantages of the newly issued Resolution granting independence to universities and described the hopes which universities and their men built on this Resolution.

The writer then enumerated the problems from which universities in Egypt were suffering and suggested solutions deemed adequate for overcoming them.

According to the writer, these problems are outlined in the following : problems of scholarship students whether during their study abroad or upon returning to their mother country, problems of denying students in the first years of theoretical universities the right to sit for a second session examination showing the impact of this problem, the problem of the outdated system used in correcting examination papers and the manner in which it could be developed, the problems faced by the Institute of Cooperation and how to solve them and lastly, the problem of financing the national university and the State's attitude towards it.

History of Education

67. Darwish, Mustafa Abdul Rahman, "fi-tārik at-tarbiya" (History of Education), 2nd. Edition, Cairo, Dar Al-Maaref, 1975. 36p.

In an introduction, the author showed the different ways of studying history of education. He stressed the importance of his work in that it serves as a reference book for the various schools of writing the history of education.

The book's material is distributed over eleven chapters, the first of which deals with the significance of studying the history of education. The second shows the role of education in pre-historic culture, while the third deals with education in ancient historical culture with special emphasis on education in ancient Egypt.

Chapters 4 and 5 deal with Greek and Roman education, while the sixth chapter is devoted to education in cultures of the middle ages.

The seventh chapter is concerned with education in Islamic middle ages, while Chapter 8 relates to education in modern ages.

Chapters 9, 10 and 11 show the influence of John Locke, Jean Jacques Rousseau and John Dewey in modern education.

A bibliographical list is given at the end of the book.

68. Fahmi, Emile, "at-ta'lim fi misr" (Education in Egypt), Cairo, The Anglo-Egyptian Bookshop, 1975, 248 p. (The Educational Library Series, No. 6).

After an introduction in which the writer stressed the need for studying the history of education in Egypt to enrich the educational philosophy of the present age, the text of the book followed, divided into seven chapters.

Chapter 1 is devoted to religious education where the writer discusses education in Al-Azhar, in mosques and in "Kuttabs", village-like schools in which elementary religious education was carried on. The second chapter deals with professional education and the system of guilds and explains why this type of education ceased to exist. In Chapter 3, the writer deals with modern education and shows the inter-relations between education and civilization giving the background of modern education.

The fourth chapter is devoted to a study of the attempts to revive modern education occasioned during the second half of the Nineteenth Century up to the British occupation, explaining in this connection the educational policy of Khedive Ismail, the 1980 project for national education, the phenomenon of interest shown in women education and the expansion of foreign language education. In Chapter 5, the author discusses the setback suffered by education in Egypt between 1882 and 1907 as a result of the British occupation, explaining the philosophy of occupation from a theoretical and practical point of view and showing the consequences of this setback.

Chapter 6 deals with national education which paved the road for the establishment of the Egyptian University and the spread of primary education.

In the seventh and last chapter, the author spoke of contemporary education and showed the impact of the 23rd July Revolution on the educational system and policy.

First and second hand references both in Arabic and in foreign languages consulted by the author in the course of compiling his material are listed at the end of the book.

HYGIENIC EDUCATION

69. El-zanati, Ali Hassan, "dūr al-madrāsa al-ibtidā'iya fi-nashr al-wa'y a-sihhi baina at-talāmid wa-fil-bi'a" (The Role of the Primary School in Spreading Health Awareness Among Pupils and in the Community), "Al-Raed, Magazine of Teachers", 20th year, No. 2, (June 1975) PP. 29 - 30.

As an introduction to his subject, the writer dealt with the importance of the school as an illuminating center which plays a leading and effective role in spreading health awareness in the society in which it exists.

He enumerated the measures taken by the school to spread health-awareness in the society, whether through the health material contained in the syllabus in general and hygienic education in particular, or through the health services extended by the school's health authorities.

The writer described the function of activity groups in general and the health group in particular in dissiminating health information and supervising school meals.

Through parent's councils, relations are maintained between the home and the school and pupils are visited at home by the school family. Thus the school serves as a model and example, influencing education in general and health education in particular.

The writer, finally, discusses school systems and daily situations, indicating their impact on spreading health awareness among pupils and throughout the community.

ERADICATION OF ILLITERACY

70. Kamel, Abdul Aziz, "'aśr katawâtin ilā tahaddi al-ummiya" (The Steps for Challenging Illiteracy), "Al-Ahram" newspaper, 101st year, Issue No. 32257, (April 5, 1975), P. 9.

After enumerating the reasons why illiteracy of a large percentage of Egyptians who have had no share of education needed to be eradicated, the writer described the steps which should be taken in this respect.

He then dealt with a number of issues underlying the need for fighting illiteracy and showing its importance. Then, he described the means for attaining that end.

He pointed to the role of the teacher in our society of knowledge and faith, explaining the attitude of both Islam and Christianity towards knowledge, teachers and educated men and calling for the utilization of mosques, worshipping places, hospitals, shelters, clubs, factories and farms as institutes for education, describing the manner in which this could be realized.

Lastly, the writer discussed the need for a 5-year plan ending 1980 for eradicating illiteracy, giving the reasons why illiteracy should be eradicated by that date.

71. Reda, Mahasin Mahmoud, "dalil kitābat mawād mutāba'at al-kibār" (Guide to the Writing of Follow-up Material for Adults), Cairo, The Arab League, The Arab Agency for Fighting Illiteracy and Adult Education, 1975. 57.P.

The Guide begins with an introduction by the Head of the Arab Agency for Fighting Illiteracy in which he discusses the concept of self-education and points to the importance of this Guide in the preparation of the follow-up material required by adults who, having been exposed to basic education, are on the verge of reverting to illiteracy owing to the inadequacy of the educational material designed for them.

The Guide gives the types of material suitable for follow-up education and indicates the steps for writing the follow-up material from the time the targets are

formulated until the educational points have been determined, organized, written and evaluated.

A discussion is also given of the characteristics of words, sentences and styles most suitable for follow-up material and pictures and illustrations are reproduced to demonstrate the follow-up material and show the characteristics of each.

A list of Arabic and foreign references consulted by the author in compiling her material is appended to the Guide.

72. El-Swerki, Raafat, "al-qadā' alā ummiyat al-mara'" (Eradication of Woman's Illiteracy), Al-Mesaa" newspaper, Issue No. 6870, (June 23, 1975), P. 3.

After a brief introduction on the International Woman's Year, offering an occasion which should be seized to further advance Egyptian women, the writer enumerated the problems which women face, notably the problem of illiteracy. He quoted statistics which proved that women were lagging behind in the fields of education. Describing the causes for such backwardness, the writer indicated its serious effect on the social life of women and mentioned the steps to be taken to help Egyptian women progress and fight illiteracy.

Following a discussion on the measures which the various bodies of the State should take in the field of combatting woman's illiteracy, the writer concluded by saying that the Ministry of Social Affairs was carrying out a plan for Public Service, adding that the best results of this plan would be exemplified in the eradication of illiteracy among women both in rural and in urban center.

73. El-Shaal, Mohamed El-Nabawi, "asālib da'wat al-ummiyn li-takallus ¿in" (Methods of Encouraging Illiterates to Get Rid of Illiteracy), "Sahifat Al-Tarbiyah", (The Magazine of Education, 27th year, No. 3, (June 1975), PP. 55-95.

As an introduction to his article, the writer talked on illiteracy as a problem which hinders the establishment of a society between an educated man and an illiterate,

then discussed the manner in which illiterates could be called upon to put an end to their illiteracy.

The writer described several approaches to attain that end, including attempts to show the significance of education especially in modern societies, endeavors to combine both official and private efforts together with the local groups and institutions in the fight of illiteracy, mobilization of money, possibilities and energies in the war against illiteracy, collaboration of all and every citizen in this fight, encouragement of illiterates anywhere in the country to join literacy classes, formulation of a programme for eradicating illiteracy, impressing upon illiterates that they are capable of learning, developing the curricula and text books whereby illiterates are taught reading, writing, arithmatic and cultural subjects of a general nature, selecting teachers who are dedicated to this mission, participation by university students and graduates in the campaign against illiteracy, sending missions of illiteracy and adult education supervisors to acquaint themselves with the most modern methods used abroad to fight illiteracy, diversification of the subjects taught in order that they would be compatible with the ability of each student, organize teaching hours and, lastly, maintain a permanent relationship between the students and their teachers after completion of the specified term of study.

74. "ta'lim al-kibār wa-mahwil ummiya bi-masani' sarikat a-sūkkar bil-hawāmdiya". (Adult education and Literacy Campaign at the Factories of the Sugar company in Hawamdiya) "Al-Raed, Magazine of Teachers," 20th year, No. 2, (June 197?) P. 5 + P. 37.

This article is in fact a report on a project for adult education and literacy campaign implemented at the Sugar Company in Hawamdiya be the Ministry of Education's General Administration For Adult-Education and Eradication of Illiteracy.

After giving the reasons justifying this company's selection for experimenting with this project, the report mentioned the targets set for the project, its duration, stages, syllabi and the considerations determining the selection of this syllabi for teaching adults.

The report also dealt with the text book which was chosen for this purpose, giving the opinion of both teachers and students in respect of it.

Lastly, the report dealt with teaching and supervision, explaining how well-trained teachers were selected to teach this group of laborers. It indicated the manner in which the project manager, general Supervisor and social supervisors were selected, giving the justifications requiring the selection of each and specifying the respective duties of each of them.

75. Hetta, Mohamed Kamel, "tajriba raida li-mahwil ummiya bi-madrasāt al-fasl al-wāhid" (A pioneering Experiment to Fight Illiteracy In a One Class School), "Al-Raed" Magazine of teachers" 20th year, No. 2, (June 1975), PP. 12-15.

The writer expounded, first of all, on the plan envisaged by the Ministry of Education to run schools with one class only, explaining its objectives and discussing the simplified bases on which the whole project rests.

He reviewed some field experiments undertaken on this type of schools mentioning the practical steps taken in terms of selection of supervisors and teachers possessing certain qualifications, location and furniture of the school and duration of the course and its plans.

He went on to discuss in detail the experiment carried in certain villages in Tanta district, naming the villages selected for this experiment and mentioning the school systems and locations. The writer also pointed to the problems encountered in the course of the experiment in terms of school location, furniture, textbooks, school hours, curriculum and teaching methods. Before concluding his article, the writer reported the preliminary results of this experiment.

HIGHLY QUALIFIED PEOPLE - THEIR IMMIGRATION

76. Ghoneim, Mohamed Mustafa, "istitmār al-insān al-arabi" (Investment in the Arab Man), "Al-Akhbar" newspaper, 23rd year, Issue No. 7146, (May 15, 1975), P. 10.

The article began with an introduction in which the writer emphasized the importance of the Arab Man showing the rich dividends reaped from investments in Man. He related the reasons why very little attention was given to Arab Man throughout the history of the Arab World.

After pointing to the vitality of modern sciences and technology in modern ages, the writer called for directing Arab surplus funds towards the development of brains.

The writer showed how Arab scientists, particularly Egyptians, are scattered throughout the scientific research centers in countries of the advanced world and mentioned the reasons for their immigration, describing the results gained by these countries from the scientific research and studies carried out by these scholars.

He mentioned the reasons why these scholars cannot return to Motherland and emphasized that Arab funds could do away with all these reasons.

LAWS AND LEGISLATION
Pupils - Examinations - Technical Schools

77. A.R.E., Legislations, Laws, Regulations...etc., "assamāh li-talaba al-ladin anhū a-dirāsa bi-saff a-rābi' bi-šubat ar-rassāmin al-mi'māriyn bi-mahad Leonardo de vinci bi-taqaddum limtihān diblūm al-madāris at-tānawiya a-sinā'iyā" (Ministerial Resolution No. 53 dated April 9, 1975 Permitting Students who Have Completed their Studies in the Fourth Year of the Architectural Drawing Section of Leonardo de Vinci Institute to Sit for the Diploma Examination of Secondary Industrial Schools)

This Resolution is issued in six Articles in addition to appendices.

Article 1 authorizes students in the fourth year of the Architectural Drawing Section of Leonardo de Vinci Institute, who are holders of the Preparatory Certificate, to sit for the examination of secondary industrial schools under the same conditions applicable to regular students in these schools.

Other Articles deal with the curricula in which students would be examined, the maximum and minimum grades, the time allowed for examination per subject and the diplomas granted to passing students.

The sixth and last article deals with the implementation of the Resolution.

Two tables are appended to this Resolution, one dealing with the distribution of grades over the various subjects and the other with the time allowed for the examination in each subject.

School Certificates

78. A. R. E., Legislations, Laws, Regulations ...etc, "taqrir darajāt imtihān šahādat itmām a-dirāsa at-tānawiyā al-āmmā li-ṭullāb al-mūtaqaddimin lil-imtihān min muhafaẓāt al-iskandariya wal-behaira wa-kafr aš̆aikh wa-matrūh fil āmm a-dirāsi 74/1975". (Ministerial Resolution No. 78 of May 25, 1975 in Connection with the Grading of Pupils sitting for the General Secondary Certificate Examinations in the Governorates of Alexandria, Beheira, Kafr El-Shaikh and Matruh during the School Year 1974/75) Cairo, Cabinet of the Minister, Ministry of Education, 1975. 1 P.

This Resolution is issued in two Articles. Article 1 specifies the name of the Senior Head of the General Secondary Certificate Examinations in 1974/75, while Article 2 prescribes the method of grading pupils sitting for the General Secondary Certificate Examinations in 1975 in Alexandria, Beheira, Kafr El-Shaikh and Mersa Matruh Governorates.

Universities

79. A.R.E., Legislations, Laws and Regulations. "tanzim al-jāmi'āt" (Resolution No. 809 of 1975 by the President of the Repulic promulgating the Implementing Regulation No. 49 of 1972 in Connection with the Organization of Universities), Cairo, Supreme Council of Universities, 1975. 124. P.

This Regulation comprises 316 Articles distributed over seven chapters, apart from the initial enacting articles.

Chapter 1, which consists of 49 Articles, deals with the establishment of universities, their functions and the manner in which their Councils dispense with their duties.

Chapter 2, which begins with Article 50 and continues through article 61, deals with Faculty, Assistant Teachers and Demonstrators.

The third chapter, beginning with Article 62 and ending with article 129, deals with syllabi, examinations, students' affairs and postgraduate studies.

Chapter 4 covers articles 130 through 248 and is concerned with academic degrees and diplomas granted by universities.

The fifth chapter, which comprises articles 249 through 306, deals with universities' financial systems, while the sixth chapter commencing from article 307 to article 314, specifies those university units which enjoy a special status as well as a technical, administrative and financial independence. Two articles concerning concluding provisions constitute the seventh and last chapter.

An appendix is attached to this Regulation containing the Aide Memoir submitted to the President of the Republic on the draft of the Implementing Regulation for the Law organizing universities.

80. A. R. E., Legislations, Laws and Regulations. "insā jāmi'at hellwan" (Law No. 70 of 1975 amending certain provisions of Law No. 49 of 1972 which governs universities, to provide for the establishment of the University of Hellwan) Ministry of Higher Education, 1975. 2 P.

As promulgated, this Law falls into Five articles. The first of these articles deals with the establishment of a new university called "the University of Hellwan" and specifies the faculties and higher institutes which have come to form this University. The Article also deals with the status of professors, assistant teachers and specifies the manner in which they maintain their jobs in the University. It also sets forth the conditions for the selection of the University's President and Vice-Presidents.

Article 2 specifies the person who shall be responsible for exercising the powers of the University council pending its establishment.

Grades and academic diplomas granted by the University are defined in Article 3.

Article 4 provides that any provisions contrary to this Law are repealed.

The fifth and last article provides for the publication of the Law in the official Gazette and the subsequent implementation thereof.

Employees, Transfer of

81. A. R. E., Legislations, Laws, Regulations ..etc., "qawā'id an-naql wat-tayin fi-wazā'if hafāt at-tadris wal-isrāf wāt-tāujih al-fanni wal-wazā'if al-fanniya al-ukrā." (Ministerial Resolution No. 90 of June 29 Amending certain Provisions of the Ministerial Resolution No. 85 of 1974 Concerning the Regulations for the Transfer and Appointment to Teaching, Supervisory, Technical Inspection and Other Technical Jobs), Cairo, Cabinet of the Minister, Ministry of Education, 1975, (9 stencil pages.)

Under the provisions of this Resolution, the Coordination bodies of the Ministry of Education are authorized to fill vacant positions in any Governorate, taking into consideration the established percentages for both Cairo and Alexandria Governorates.

The Resolution further stipulates rules and regulations pursuant to which the competent commitees nominate imcumbents for appointment to the position of Director of an Educational Directorate of the third level, Director of an Educational Stage, Principal of a school and senior inspector.

Lastly, the Resolution lays down a number of rules governing the ladder of technical jobs for holders of higher qualifications in the fields of civics, libraries, school press and theatrical education and also in respect of holders of intermediate qualifications such as laboratory attendants.

Rules are also set forth for the percentages of jobs reserved for fighters and those discharged from the army and for health or social considerations, also taking into account the exceptions permitted.

MEETINGS, CONFERENCES AND SYMPOSIA

82. "ra'is al-wūzarā' yat-haddat ila-l-mu'alliмiyn" (Prime Minister Addressing Teachers), "Al-Mesaa" newspaper, Issue No. 6817, (April 29, 1975), P. 1.

Meeting teachers Convened in their general assembly, the Prime Minister delivered a speech in which he explained the Government's policies in all fields. Of particular interest are his comments on education and teachers.

Talking on the responsibility of the Egyptian teacher in Egypt as well as in Arab, African and Asian countries, the prime Minister pointed to their contributions to the making of civilization.

After discussing the problems from which teachers suffer, he offered solutions which, in his opinion, would surmount these problems.

83. "mudakkira 'an al-mu'tamar" (The Minister Meeting in Conference with the Under-secretaries of the Ministry and the Advisors on School Curricula). Cairo, May 6, 1975. Memorandum on the Conference. Cairo, Secretariat-general of the Council of Undersecretaries, Ministry of Education, 1975. 4 P. (Stencil).

After reviewing the directives of the President of the Republic on the Sector of education during his meeting with the Prime Minister and some of the Ministers, the Memorandum stressed the importance of rationalization in education, the need for improving the performance of the educational process, the necessity of decentralization in education, the ability of leaders on the local levels to assume responsibility, the factors which help in the realization of the targets set by national decisions, the importance of military and athletic education and, lastly, the avoidance of outside appearances and contradictions.

The Memorandum then elaborated on the need for a close follow-up of education, pointing out the questions which need re-consideration and thorough study as contained in the Minister's message to the responsible educational leaders. These questions deal with the cooperation with the various institutions, the creation of a common atmosphere of

mentalities, the reorganization of the Ministry's se-up, the revision of all authorities delegated, the reviewing of the new curricula, the study of the functions of expanded committees and, finally, the reconsideration of the regulations governing composition of textbooks.

84. "tausiyāt al-masūlin 'an tahaddi al-ummiya fi misr". (Recommendations of the People Responsible for Challenging Illiteracy in Egypt), "Al-Ahram" newspaper, 101st year, Issue No. 32313, (May 31, 1975), P. 9.

Reviewing the deliberations of the conference on illiteracy held at the premises of the Arab Socialist Union Central Committee between May 24 and 27, 1975, the writer mentioned that the earlier recommendations adopted by the illiteracy conferences in September 1974 and January 1975 have not been implemented.

The writer then reported the recommendations passed by the present conference which included implementation of recommendations passed earlier, convocation of hearing sessions at the People's Assembly for discussing the problem of illiteracy and the ways for wiping it out, restricting Arab Socialist Union membership to those who can read and write and examining the means for financing literacy campaigns.

In conclusion, the writer stressed the importance of and the need for a comprehensive study of the problem of illiteracy in an overall national conference which would formulate an integral plan for overcoming it.

85. Meeting of the Undersecretaries' Committee, Cairo, June 2, 1975. "mudakkira 'an al-ijtimā" (Memorandum on the Meeting), Cairo, Office of the First Under-secretary of State for the Ministry of Education, 1975. 5 stencil pages.

Several subjects were discussed in this meeting, the first of which concerned Egypt's participation in the 35th International Conference on general Education, the formation of the Egyptian delegation to the Conference and the required research and reports on educational development in the year 1973-1975 as well as the changing role of the teacher and its impact on the preparation and on-job training of teachers.

The second subject was a forecast on student enrolment and teacher requirement until 1985 and on the general trends of education.

At the same meeting, the subject of re-instituting second session examinations in the primary stage was discussed along with the measures to be taken to amend law No. 68 of 1968 governing general education and the steps to be taken by the Ministry to face the requirements of this new system.

MEN OF EDUCATION

86. Gadallah, soad, "ba'd al-murabbūn al-arab wa-turāthihim at-taqāfi" (Some Arab Educators and their Cultural Heritage), "Sahifat Al-Tarbiyah", (the Magazine of Education), 27th year, No. 3, (June 1975), PP. 29-34.

This is the first in a series of articles on Arab educators. In an introduction, the writer indicated the significance of Islamic education and spoke of the role of Arab educators and their respective effect on the development and consolidation of educational systems.

The writer went on to review the philosophy of one of these educators, namely Avinsina (Ibn Sina), giving some biographical notes on him and assessing his scholarly faculties and works, also reviewing his psychological and educational concepts as set forth in his treatise "The Book of Politics".

Of particular significance in this article is Avinsina's philosophy regarding the upbringing of chilren, the manner in which they are treated and the habits which they acquire from the time they are born.

The writer presented Avinsina's doctrine regarding school life and its effects and the educational stages which he divides into a general and a specialized stage. As regards punishment, Avinsina warned against application of corporal punishment or harsh treatment against children. The writer then extracted Avinsina's views on the ideal teacher, giving the characteristics which a teacher should possess.

In conclusion, the writer drew a comparison between Avinsina's views on each of the above subjects and the modern trends of education.

MUSICAL EDUCATION

87. Ayyad, Effat, "al-mūsika wa-tarbiya, al-ghinā' al-jamā'i wa-dauru fil-'amaliya at-tarbawiya" (Music and Education, Group Songs and their Role in the Educational Process), (Sahifat Al-Tarbiyah) (The Magazine of Education, 27th year, No. 3, (June 1975) pp. 8 - 15.

In an introduction of her article, the writer spoke of music as a group art and stated that from time immemorial, music was connectd with physical and social sciences.

After pointing out the significance of musical education and its impact on the ancient civilizations of Egypt, Greece, China and India, the writer explained how musical education influenced the eigteenth and twentieth century thinkers such as Jean Jaeques Rousseau and Pestolzzi.

She related the experience of a British naval officer named Free which demonstrated the effect of musical education on the character and mental faculties of youngsters.

The latter part of the article is devoted to group singing and its role in the educational process.

After a definition of this type of singing and an explanation of its effect on education, the writer gave a historical account of group singing (choral) elaborating on what is meant by the word "choral". The writer then underlined the importance of the leader of the chorus, explaining his duty towards his team of singers so that the required objectives may be realized by group songs.

Concluding her article, the writer listed briefly the most significant educational advantages of group singing.

PHILOSOPHY OF EDUCATION

88. Abdul Aziz, Saleh, "at-tarbiya al-hadita, māddatūha, mabādi'ūha, tatbiqātūha al-amaliya" (Modern Education : Substance, Principles and Practical Applications), 6th Edition, Cairo, Dar Al-Maaref, 1975, Vol. 3. 488p.

The writer explained in his introduction what is meant by modern education and showed the role of his

book as a means for re-establishing the relationship between the theoretical and practical aspects of education. He compiled his material in thirteen chapters, discussing in Chapter 1 the aims of education from the conservative, progressive, aristocratic and democratic points of view. Chapter 2 is dedicated to a study of education at home, in school and in life, with an indication as to the importance of each in bringing up youngsters and in affecting their future life.

In Chapter 3, the writer talked about education between the factors of prosperity and austerity, showing the impact of the industrial revolution on education.

Chapter 4 deals with modern education as viewed by the various schools of philosophy, and indicates the impact of pragmatic or practical philosophy on education. The fifth chapter discusses the effect of the scientific movement on modern education.

In Chapter 6, the author deals with the environment and heredity and their respective relationship with education, while Chapter 7 shows the characteristics of both childhood and adolescence.

The eighth chapter is devoted to an explanation of the methods of teaching in modern education, pointing in this respect to the project method, the unit method, the method of group teaching and, lastly, the method of group conversation.

The ninth chapter explains the modern trends in the preparation of a school curriculum, while the tenth deals with modern education in progressive schools, showing the basic principles on which such schools are run in Egypt.

In Chapter 11, the author deals with the problem of educational guidance showing its importance and indicating the practical ways for its realization.

Chapter 12 is devoted to the problem of evaluating the educational process, indicating the various types of evaluation methods.

The thirteenth and last chapter deals with the teacher's technical preparation. The author discusses the manner in which teachers may be trained for the elementary and secondary education levels and how training could be effected in the normal course of their service.

Each chapter ends with a bibliographical list of books on which the author relied in compiling his material.

PRIMARY EDUCATION

89. "hadit ma'a wazir at-ta'lim 'an mas'uliyāt al-wazāra min ajli at-ta'lim al-ibtidai" (Interview with the Minister of Education on the Ministry's Responsibility for Primary Education), "Al-Gumhouriyah" newspaper, 22nd year, Issue No. 7798, (May 3, 1975), pp. 6 and 9.

In this interview, the Minister of Education replied to a number of questions posed to him requiring that he evaluates the standard of educational performance, explains the meaning of efficiency in education, reviews the causes for the deficiencies encountered in primary education and defines the problems which confront this type of education.

The Minister explained the manner which the Ministry intended to utilize in order to elimimate these problems, such as the construction of a large number of primary schools and schools with one or two classes and the renovation of school curricula.

In his interview, the Minister replied to questions on the need for decentralization in implementing the educational policy, the ways for encouraging private (non-Governmental) schools, the significance of modernizing text books, the importance of selecting educational leaders and the vitality of nutrition in schools.

90. Khaled, Rifaat" talim at-talamid fil marhala al-ula wal-musāraka fi mas.uāt [illegible]mat al-mujtama" (The Teaching of Pupils in the First Stage and Participation in Community Service Projects), "Al-Mesaa" Newspaper, Issue No. 9838 (May 21, 1975); P. 3.

The writer reviewed an experiment undertaken by university students (men and women) under the sponsorship of the Socialist Youth Organization in Gamaliyah District, to assist in a project prepared by the Organization to Promote the comprehension of boys and girls in primary schools through giving them lessons by university students.

Following an explanation of the object of this project, the writer gave the opinion of participants therein, guardians and pupils.

He reviewed the shortcomings of the project and indicated the problems encountered in the course of its implementation.

91. Radwan Mohamed Mahmoud, "hall hunāka fāqid fit-ta'lim al-ibtidā'i" (Is There Waste in Primary Education? The Case for Second Session Examinations), "Al-Raed", Magazine of Teachers, " 20th year, No. 2, (June 1975); PP. 19-21.

This article is divided into two parts.

The first part deals with work in the primary stage and shows that the real picture of work in this primary stage is different from what is usually alleged. The author substantiated his view by giving some facts which reveal that statistics do not represent the truth, since the yardsticks used in conducting them, if conducted, differ from one place to another and give way to numerous factors which throw thick shadows of doubt and suspicion on such statistics.

The second part of the article is intended by the author to prove that pupils failing to sit for primary education certificate examination and those failing in the examination are not illiterates. Their bulk does not constitute waste in education.

The writer went on to discuss the reasons which called for the introduction of second session examination, in the primary education certificate and showed the obstacles which were encountered before this examination was introduced. His conclusions revealed the advantages accruing to education from the introduction of second session examinations.

EDUCATION - PROBLEMS OF

92. El-Shirbini, Mohamed, "al-maškil wal-hulūl fi-ta'lim al-āmm wal-jāmi'" (Problems and Solutions in Public and University Education), "Al-Akhbar" newspaper, 23rd year Issue No. 7133, (April 30, 1975), P. 8.

Following an elucidation on some of the problems from which public and higher education are suffering, the writer advanced suggestions which, in his opinion, are conducive to the solution of these problems.

In particular, he mentioned the problem of improving the teacher both materially and morally. He added other problems such as the problem of school buildings, the problems of school and academic text books, the quantitative and qualitative shortage in provincial universities, the problem of establishing a national university as a national need, the problem of curricula and syllabi and the problem of selecting qualified leaders.

The writer called for the cooperation and effective participation of the National Council of Education, the Education Committee of the People's Assembly, the National Educational Research Center and the local governmental machinery in solving these problems.

RELIGIOUS (ISLAMIC) EDUCATION

93. El-Nabawi, Mohamed Ismail, "min ma'ālim at-tā'lim al-Islāmi" (Some Attributes of Islamic Education), "Al-Gumhouriyah" newspaper, 22nd year, Issue No. 7776, P. 5.

Following an introduction on the advantages of Islamic education, the writer related the principles of this education as set forth in the Holy Quraan and in the Prophet's Tradition and as reflected in the acts and deeds of the Prophet's Companions and followers,

The writer went on to describe how disciples used to treat their teachers and referred to the books written on education and ethics as early as the Fourth Century of the Hijrah Calendar. He gave account of the Islamic schools and colleges established over the various decades in Islamic countries, indicating their systems of teaching, the teaching policies pursued by these countries and the financial resources needed for spending on schools and universities.

Ending his article, the writer drew a comparison between these schools and universities and those built in Europe following the Charlemagne era and starting with the Twelfth Century.

94. "at-talim a-dini bil-madāris" (Religious Education in Schools), "Al-Gumhouriyah" newspaper, 22nd year, Issue No. 7853, (June 27, 1975), P. 9.

After pointing that the bad results obtained in the subject of religion in the Primary Certificate Examination was a general phenomenon in the different Governorates, the writer mentioned the reasons therefore and reviewed the important recommendations adopted by a committee of religious men and educators formed in 1968 to consider the manner in which more attention could be given to religious education and to its improvement in schools.

The writer reviewed the serious trends which constitute a danger to religious education, summed up in a stagnant curriculum, neglect of the classes of religion, treating religion as a subject contributing to success in the examination but for which no credit is given in the total grades, non-availability of teachers of religion, failure to seek the assistance of religious Imams and preachers in teaching religion and neglect of the worshipping places in schools.

Concluding his article, the writer called for immediate measures to develop religious teaching and train teachers.

SCHOOL ADMINISTRATION AND ORGANIZATION

95. Samaan, Wahib, "al-idārā al-madrasiya al-hadita" (Modern School Administration), by Wahib Samaan and Mohamed Mounir Moursi, Cairo, Aalam Al-Kutub, 1975. 285 P.

The book begins with an introduction on school administration and its importance in ensuring a successful performance of the school's educational mission as is desired. It stresses the need for this book as a manual utilized by all those who are engaged in all fields of education, including directors of education, headmasters, inspectors, teachers and people engaged in educational research.

The material contained in the text is distributed over nine chapters. Chapter 1, deals with school administration and demonstrates its aims, patterns and scopes.

Chapter 2 deals with the modern school, describing its building, equipment and organization. The third chapter

is concerned with the administration of modern schools and the yardsticks for such administration.

In Chapter 4, the authors discuss the role of the principal of a modern school, describing his attributes, functions and role as a leader.

The fifth chapter deals with the procedural aspects of school administration, while Chapter 6 explains the school's communication facilities. Technical guidance and supervision are the topic of chapter 7.

The concluding Chapters 8 and 9 contain a comparative study of school administration in different countries, with special emphasis on practical and applied aspects.

96. El-Desouki, Mohamed Abdel Aziz "al-fatra al-masaiya min al-udwan" (Evening Classes of the 1967 Aggression), "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year, No. 3 (June 1975), PP. 42-48.

Commenting on evening classes, the writer expounded on the reasons which have led to them, including the desire to educate sons and daughters, the cultural awakening and the desire to eradicate illiteracy. The problem of illiteracy was further intensified as a result of some misjudgement in planning and expenditure, leading to inadequacy of buildings and lack of facilities. He explained the effect of the 1967 aggression on the density of classes and the increased aggravation of this problem.

Talking on the harms suffered by teachers and students as a result of evening classes, the writer advanced some suggestions for overcoming the problems of night classes in their present condition, such as a suggestion to alternate studies in morning and evening classes. He discussed the advantages of the system of schooling based on a whole day urging, in conclusion, that the present system of study based on dividing the school day into two and, occasionally, three sessions be eliminated without delay.

SCHOOL CLUBS

97. Mahmoud, Hafez, "nādi al-madrasa" (The School Club), "Al Gumhouriyah" newspaper, 22nd year, Issue No. 7807, (May 12, 1975), P. 8.

Dealing in his article with the phenomenon of cessation of all relationships between the pupil and his school upon the completion of the school year, the writer pointed to the harmful effect entailed and emphasized the role which a school should play to ensure continued educational supervision over pupils during the holiday season and to occupy their leisure time.

The writer called for the transformation of schools into clubs in summer, giving the reasons which justify such transformation.

He elaborated on school clubs and showed how such clubs could be run and financed. He discussed the extra-curriculum activities in which a school club might engage, emphasizing the educational function of clubs.

Concluding his article, the writer said that the Ministry of Culture, with all popular culture machinery and other facilities at its disposal, should necessarily take part in this project.

SECONDARY EDUCATION

98. Ezzel-Din, Youssef, "qissat Šihādat at-tanwiya al-amma fi-ṯamāṯin sana" (The Story of the General Secondary Certificate Over 80 Years), "Al-Gumhouriyah" newspaper, 22nd year, Issue No. 7826, (June 10, 1975), P. 5.

Following an introduction demonstrating the number of boys and girls who sat that year for the General Secondary Certificate examination and showing how vital this examination was, the writer reviewed the history of secondary education since 1887 when the first examination for the various stages of development through which this examination has passed until 1968.

After showing the number of pupils sitting for this examination and the percentage of success and failure in each stage, the writer concentrated on the last stage pointing out the causes of the low standard of the pupils who passed the examination and gave the views which, in the opinion of experts of education and university professors, would raise the standard of educational

performance and improve the educational process in secondary education.

99, El-Kamel, Hassanein, "dirāsat al-qudra alā at-tadakkur wa'ilaqāthā bi-ta'lim fil-madaris at-tānawiyā" (A study of the Ability to Memorize and its Relation to Learning in Secondary Schools), "Sahifat Al-Tarbiyah", (The Magazine of Education), the 27th year, No. 3, (June 1975), PP. 90 - 96.

The writer explained in his introduction the aim of his study, putting down some questions which he attempted to answer in his article.

Following a discussion of the variables undergone by school education, the writer reported a preliminary experiment based on a poll conducted among a sample of 70 pupils in the secondary stage as well as a basic experiment conducted on a selected sample of 281 pupils in the same stage.

The writer commented on the statistical results obtained and were based on descriptive and factorial and analytical statistics on the memorization tests. He mentioned the outcome of the factorial analysis of the tests intended to measure learning in schools.

The writer concluded his article with a discussion of the relation between the ability to memorize and recollect and the learning acquired through schooling.

SOCIAL EDUCATION

100. "al-khidma al-ijtimā'iya - mabādiuha wa-tatbiqātuha fil-majāl at-ta'limi" (Social Service : Principles and Applications in the Educational Field), by Mansour Hussein and Karam Habib, Al-Wa'y Al-Arabi Bookshop, 1975, 1975 p.

The introduction to this book explains the significance of social service both to the individual and to the society and demonstrates the importance of this particular book to social workers and those engaged in the field of social service.

The text of the book is subsequently divided into two parts : Part 1 defines social service and discusses its aims, the various spheres in which it operates and its role in serving the individual and the society and in organizing the latter.

Part 2 is devoted by the authors to a discussion of the educational scopes covered by social service. In this connection, they indicated its role in organizing the educational society, in educational guidance and in the programmes of extra-curriculum activities intended to meet the community's needs and help in linking the school with the society.

101. El-Baradei, Mohamed Mustafa, "bannā' al-insān il-misri'" (The Building up of the Egyptian Man), "Al-Ahram" newspaper, 101st year, Issue No. 3229; (May 10, 1975), P. 9.

Commenting on the October 1973 War and its impact on bringing about a new approach to the building up of the Egyptian Man on a basis different from that of the pre-war days, the writer stressed the role of the various bodies supervising and guiding youth in the building up of men, giving the sound principles on which the building up of the Egyptian Man would rest.

In this connection, he emphasized the need for adopting the values of the Egyptian society and the moral standards observed in villages and said that attention should be given to the cultural development of the youth from their childhood giving good care to athletic and military education.

Concluding his article, the writer called for the creation of an organization for the youth, describing the principles on which it rests and the channels of cooperation between the proposed organization and the students' associations.

TEACHERS

102. Donia, Hamed, "i'ārāt al-mu'allimin" (The Loaning of Teachers), "Al-Akhbar" newspaper, 23, Issue No. 7121, (April 16, 1975), P. 10.

Following an introduction praising the efficiency of the Egyptian teacher and showing how loaning to outside countries is very vital to teachers, the writer reported the rules which were laid down in that year for selecting teachers for eventual loaning.

He referred to the fact that the salaries paid to teachers loaned to Arab countries are meagre compared to salaries received by their colleagues loaned to other countries. He gave the reasons for this problem, mentioning the measures taken by the Ministry of Education to find a solution for it and describing the attitude of certain Arab countries towards responding to these measures.

103. Nasr, Mohamed, "lā-islāh li-ta'lim bidūn insāf lil-mu'allim" (No Educational Reform is Possible Unless Justice is Done to Teachers), "Akher Saa" Magazine, Issue No. 2115, PP. 8-9.

Reporting the highlights of the statements made by the Prime Minister, the Speaker of the People's Assembly, the Minister of Education and the President of the Teachers' Association (Syndicate) in the course of the meeting of the Association's general Assembly, the writer explained the role played by teachers in bringing about the social development of the country and showed the direction which the social development was now taking.

The writer reviewed the measures taken to do justice to teachers and ensure their equal treatment with employees in other governmental bodies and departments saying that new benefits would accrue to them, including an allowance for the nature of their work and the amendment of the public examination regulations to allow for increasing the remunerations paid to teachers for correcting examination papers.

Concluding his article, the writer dealt with the problems faced by teachers loaned to sisterly Arab countries and advanced possible solutions for these problems.

104. Raslan, Ahmed, "masākil rubā' miliūn mu'allim" (Problems of a Quarter of a Million Teachers), "Al-Musawwar", No. 2640, (May 16, 1975), 36. P.

This article reports the most important problems brought to discussion in the general Assembly of the Teachers' Syndicate, such as the non-equality in the treatment of teachers who graduate from Teachers Training Colleges for Men and Women (General Section, 5 years beyond the preparatory Stage) and teachers holding diplomas of the Special Section for the preparation of Teachers (2 years beyond the General Secondary Certificate).

The writer deals with the problem of allowing categories other than professional teachers to conclude teaching contracts in Arab and other countries at the expense of depriving professional teachers from such contracts.

The article also deals with the problem of teachers who hold academic qualifications but failed to get their promotions similar to colleagues who hold above-intermediate qualifications but their status was rectified by law No. 83 of 1973.

The writer expounds the views of the Minister of Education on how to solve these problems.

TECHNOLOGICAL EDUCATION

105. Ismail, Mohamed Abdul Wahhab, "mauqi' at-ta'lim at-teknūlūji min at-taqaddum as-sinā'i" (The Position of Technological Education in Industrial Progress), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 472, (April 15, 1975), PP. 12 - 15.

In his introduction, the writer attributed the absence of productive industry in Egypt to the lack of training of technicians and skilled workers.

He drew an analogy between the various methods adopted on the one hand by the industrially advanced countries, such as Germany, France and England, in preparing able cadres for the establishment of the edifice of their continuous development, describing the circumstances surrounding such preparation and, on the other hand, the methods utilized in preparing cadres in Egypt and

their surrounding circumstances, showing their deficiencies and inadequacy for building the edifice of an advanced industry in Egypt.

106. Ismail, Mohamed Abdul Wahhab, "masāt at-talīm atteknūluji fi misr" (The Tragedy of Technological Education in Egypt), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 473, (May 1st, 1975), PP. 5 - 8.

As stated in its introduction, this article is aimed at reviewing the conditions of technological education in Egypt with a view to explaining its shortcomings and eliminating them, thus enabling Egypt to establish the advanced productive industries characteristic of industrially advanced countries.

The writer related the history of technological education in Egypt since the days of Mohamed Ali with special emphasis on the history of higher engineering education eversince the school of engineering was established and until it was annexed in 1935 to the Egyptian University (Now Cairo University) as a full-fledged faculty.

After explaining the function of engineering faculties in Egypt and showing their inadequacy to undertake directed technical research, the writer explained how this would affect the teaching body and influence the qualification of students to Ph.D. degrees.

The writer went on to discuss the problem of preparing applied technicians, pointing to the interest shown by the competent authorities in establishing schools of applied sciences in the early fifties and the contemplated aims of such schools. He diagnosed their shortcomings and showed their impact on graduates.

Concluding his article, the writer listed recommendations deemed appropriate for promoting technological education in Egypt.

TEXT BOOKS

107. Saleh, Rushdi, "Lugz al-kūtub al-ahliya wa-kubarā' al-intihānāt" (The Riddle of Non-Governmental Text Books and Examination Experts), "Al-Akhbar" newspaper, 23rd year, Issue No. 7132, (April 29, 1975), P. 10.

Emphasizing the importance of education and the value of the printed word as a means for its promotion, the writer discussed the phenomenon of the widely spread non-Governmental (outside) text books which are written by certain members of the Ministry of Education and which summarize, explain and interpret the Governmental text books.

He discussed the measures which he thought should be taken to reform the existing text books and transform them into an indispensible reference for pupils. He called for soliciting the services of the authors of the same outside text books in writing the new Governmental text books, since they command the experience in composing these outside books and also in running after private tutoring.

In conclusion, the writer called upon the competent authorities to take immediate measures to reform text books which are still under study.

WOMEN EDUCATION

108. A.R.E., Ministry of Higher Education, Directorate-General for Cultural and Scientific Activities, "al-mara al-misriya fi-ta'lim al-ali" (The Egyptian Woman in Higher Education), Cairo, 1975. 74 P.

As an introduction to this document, a review is made of the objectives contemplated by the United Nations General Assembly in proclaiming 1975 as "International Women's year" and also of the assertations contained in the 1971 permanent Constitution of Egypt and the 1974 October Paper to the effect that equality between men and women is an established right.

The document gave account of women's endeavors to obtain their right to regular education in the higher stage of the educational ladder and pointed to the achievements they realized in the Nineteenth and early Twentieth Centuries. It analyzed the educational background which paved the way for women to attain this level and showed the impact of the 1919 Revolution on women education.

Following a discussion of the reasons for expansion of women education, the document reviewed the present-day status of such education.

A large number of statistical tables are included in the document to illustrate and clarify the various data given. References consulted in the compilation of material are listed at the end of the document.

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